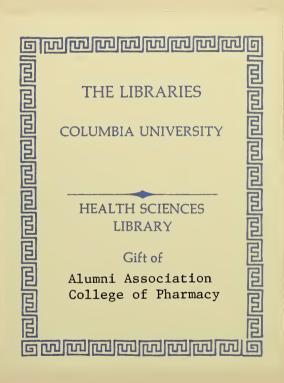


Columbia University in the City of New York

ANNUAL REPORTS



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Columbia University in the City of New York

ANNUAL REPORTS

OF THE

PRESIDENT AND TREASURER

TO THE

TRUSTEES

WITH ACCOMPANYING DOCUMENTS

FOR THE YEAR ENDING JUNE 30, 1916

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ANNUAL REPORT

OF THE

PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In accordance with the provisions of the Statutes, there is submitted herewith the annual report of the activities of the University for the year ending June 30, 1916. Together with the report of the President, and as a part thereof, there are submitted the reports of the several administrative officers of the University. Particular attention is called to the specific observations and recommendations contained in these reports of administrative officers, each one of which has direct bearing on the successful carrying on of the University's business.

The present situation of the University is accurately revealed by the fact that the Treasurer's Report for the year ending June 30, 1916, shows a deficit of \$40,855.14 and that the Budget adopted for Conditions year ending June 30, 1917, shows an estimated deficit for that year of \$92,661.95. This means that the normal income of the University falls far short of meeting the necessary cost of work now established and in progress. Even if that work were in all respects adequately supported and equipped, and even if the compensation of academic officers were in all respects satisfactory, it would still be impossible for the University to take any important forward step without large additions to its productive funds. These facts explain why it is that the important and well-matured projects which the University has it in mind to carry out are all held in

abeyance through lack of means. When, in the Annual Report for 1902, the statement was made that \$10,000,000 were urgently needed by Columbia University, and it was shown in detail how so large a sum could be promptly and effectively employed, the amount was thought to be unprecedently large. In the interval since 1902 so much has taken place, and so many new and useful avenues of academic activity have opened, that it is within the mark to say that the sum of \$30,000,000 must still be added to the resources of Columbia University if it is, within a reasonable time, to accomplish satisfactorily the tasks that are now laid upon it.

Of these, the most important and the most pressing is that of going forward, in cooperation with the Presbyterian Hospital, to carry out the plans for a medical center and for developing graduate instruction and research in medicine and surgery on a scale at least equal to that found anywhere else in the world. project alone, the sum of \$12,000,000 will be needed if the plan, adequately endowed, is to be carried out in all its fullness of detail, including the diagnostic clinic so clearly described in the report of the Dean of the Medical Faculty. If, because of the existence of such a group of institutions as we have in mind and because of its facilities for research and its highly trained scientific workers. it were possible either greatly to allay or wholly to remove the distress, the suffering, and the terror that took possession of the city of New York and a large part of the country during the past summer because of the numerous cases of poliomyelitis, the entire expenditure would have justified itself in a few months' time. The very greatness and importance of this undertaking have prevented its being fully grasped by the country at large. What is proposed is not to duplicate any existing institution in this country or elsewhere, but rather to build up, on

sound university foundations and in accordance with welltested university principles, a graduate and research school of medicine and surgery that shall be unique of its kind. To such a graduate school physicians and surgeons already holding their first degrees would resort from all over this country and from other countries as well, precisely as such students come, not only by hundreds but by thousands, to the Schools of Political Science. Philosophy, and Pure Science, from the colleges and universities, the lycées and the gymnasia, of six continents. Everything is at hand for the quick carrying out of this gigantic project devoted to the highest type of public service, except the magic touch of money. There is offered here an opportunity without parallel for the building of an everlasting monument to some name or group of names that will speedily make this great adventure possible.

Next in importance to the project for a medical center and a graduate school of medicine and surgery come the plans of the Faculty of Applied Science for industrial and engineering research and for the articulation of the work of the research laboratories with the needs and interests of the nation's industries. The European war has served at least one good purpose in arousing our industrial managers and our public men from their long sleep of indifference to scientific inquiry and to scientific progress. It has now been heavily borne in upon them that what some American industries waste would support a principality under wiser and keener administration. The future of American industry is bound up with the future of American science. The Schools of Mines. Engineering, and Chemistry, already distinguished in high degree and now upon that advanced plane which invites only the highest type of student and releases time and energy for genuine research, are anxious and ready to undertake with great energy some of those specific tasks which will aid American industry to improve its products, to decrease its wastage, to coordinate its processes, and to multiply its resources for dealing satisfactorily with the many-sided human problems which industrial relationships and industrial enterprise of necessity involve. The testing and experimental laboratories which are needed in such an undertaking must be placed at the point where transportation, both by rail and by water, is easy and cheap, and where there may be ready access on the part not only of those who conduct the investigations and those who are being trained in methods of research, but also on the part of those who represent or are engaged in the industries whose problems are, at any given moment, the subject of inquiry. It is within the mark to say that a capital sum of \$6,000,000 for equipment and endowment is needed in order to deal promptly and satisfactorily with this great group of problems. Every dollar put into such an enterprise would be returned to American industry many times over in the course of a very few years.

The same spirit of inquiry and advance which has within recent years made over the work of the Schools of Medicine and of Mines, Engineering, and Chemistry is also at work in those subjects which fall under the jurisdiction of the Faculty of Law. The specific requirements of the practitioner at the bar have in the past been the one dominant influence in shaping the program of study in law and in guiding the activities of the professors of law. These specific requirements are, of course, fundamental, and the school of law which did not begin by giving a sound and practical training to men who were to become members of the bar would be in a sorry plight indeed. But law, too, is a living subject. Its history, its comparative development in this and other

lands, its interdependence with purely political and with purely economic movements and influences, its slow but certain development under the pressure of new needs and new ideals, are all matters which invite vigorous inquiry and fresh exposition. Public law has been fortunate in that it has received this stimulating treatment for a generation. The time has now come when the same spirit must take possession of the field of private law and when a truly university school of law will always be a school of jurisprudence as well. Nothing is gained in substituting a big word for a little one, unless the substitution implies the entering of a new spirit. A school of jurisprudence might well be nothing more than a big name for a poor school of law. It can be saved from this fate. however, by being built upon the foundation of a firstrate school of law and by then devoting itself, in scientific fashion and by scientific method, to the examination and interpretation of questions in the history of the law and in its present state which suggest themselves as suitable topics for inquiry and public presentation. The cost of building up a body of investigators in the field of law is not nearly so great, for obvious reasons, as is the case in medicine or in engineering. What will be needed in this case is a group of capable men and the material with which they may work. An endowment of \$1,000,-000 for legal research and inquiry, would probably suffice for some time to come.

In the general fields of political science, philosophy, and pure science the spirit of research is in full command of the University forces. The need here is for increasing the equipment and material for research, and, in some cases at least, of adding to the staff men who are particularly competent or promising in certain definite parts of the field of knowledge. It is difficult to say what might be a fair estimate of the cost of making these new

provisions. A capital sum of \$2,000,000, however, would certainly enable the University to take long strides forward without delay.

In connection with this whole matter of university research there is one question of organization and administration about which something should be said. The rapid growth of the various University departments, and the tendency of some of these departments to regard themselves as independent academic units instead of the mere informal groups of teachers in related subjects which they really are, makes both expensive and difficult the work of organizing the University's investigations and of apportioning the University's funds among them. It is well worth considering whether the University Council, now specifically charged by the Statutes with the duty of encouraging original research, should not constitute or authorize the constitution of an Administrative Board of Research, which Board should receive not only from departments but from individual officers of the University, suggestions for systematic investigations and should select for recommendation to the University Council and to the Trustees those which, in its judgment, should take precedence in the apportionment of whatever funds may be available for research work. Such an Administrative Board, presided over by the Dean of the Graduate Faculties, might very shortly prove to be of unique value, not only to the University as a whole, but to the departments and individual workers as well.

The very striking increases in the salaries of academic officers that have been made at Columbia during the past ten years have greatly relieved a situation which was at one time deplorable. Nevertheless, the steady rise in the cost of living and the increasing rewards to be had in gainful occupations make it necessary to consider constantly ways and means of increasing the

compensation of at least two classes of academic officers. The first class consists of those exceptionally eminent and distinguished men who have come to full middle age and are now part of the pride and glory of the intellectual life of the people of the United States. It is surely suitable that the University should be able to give to such men a compensation that would in some slight way measure the regard and esteem in which their personality and service are held. The second class consists of those young men who, in setting foot upon the lower rungs of the academic ladder, are constantly tempted by business opportunities that offer three or four times the compensation which they can hope for at the moment if they accept an academic career. It is important to the future of American scholarship that such young men should be numerous, for it is from them that a selection must be made of those who are to hold the high places in the academic life of the generation to come. When a man of earnest purpose, good health, and keen intelligence has completed a college and university course, at considerable cost to himself or to his parents, he is not greatly attracted to a career which at the beginning offers him a wage of fifty dollars monthly. A skilled handworker would earn much more. If, then, the academic career is to be kept open to men of talent, and if there is to be opportunity for a natural selection of those who are fittest to advance, there must be an initial compensation at least sufficient to hold for the first two or three years the young man who is trying his academic wings. Of course, the relentless enemy of human excellence is human standardization. All proposals to pay the same salary to men who hold the same title or who have served the same number of years are proposals to reward indifference and incompetence at the cost of devotion and achievement. They are the usual undemocratic, but

highly popular, device of levelling down, under the illusory belief that this produces equality and that such an equality is democratic. What this device really produces is inequality, and this inequality is most undemocratic. There is no more reason why all academic officers who have the same title should receive the same compensation than there is why all men of the same height or the same complexion should be paid the same wage. The man of experience and of either teaching power or genius for investigation should be advanced, both in compensation and in grade, as rapidly as possible and without any regard to the fate of others who are without his talent or capacity. Only in this way can a university be kept the home of excellence and prevented from becoming an asylum of mediocrities.

It does not seem a great undertaking to increase the salary of a given officer by \$500, or even by \$1,000, but when the multiplier is a thousand the total financial effect of such an increase is appalling. If the salary of each professor, associate professor, and assistant professor now on the rolls of Columbia University were increased by \$1,000—and this might well and justly be done at once—the annual cost would be \$335,000, or the annual income of a capital sum of \$6,700,000 at 5 per cent. There would remain the Instructors. numbering 232, whose normal maximum salary is \$1,600, and the Assistants, numbering 128, whose normal salary is \$600. It will readily be seen, therefore, that, whether one contemplates a decided increase in the compensation of the most distinguished men of the University, or a decided increase in the compensation of those who are beginning a university career, or a general increase of compensation distributed over the whole teaching staff, the amounts of money involved are literally enormous.

When all these projects for research and for better compensation have been taken into account, there remain the Library, which is seriously in need of large additional expenditure; the University Press, which has never been able, through lack of endowment, to carry into effect the plans that it made twenty-five years ago; the uncompleted University Hall, making its mute appeal to the thousands who pass it every day; the Stadium, which, if ever built, would be as great an addition to the resources of the city of New York as to those of the University: a building, already urgently needed, to care for the rapidly multiplying students in other than laboratory subjects, particularly the thousands enrolled in the School of Business and in Extension Teaching; a suitable Faculty Club to provide in permanent and adequate manner for that delightful and helpful social life which has grown up at Morningside Heights and which now finds an inviting, if insufficient, center in the building assigned to the uses of the Faculty Club; a building to contain research and teaching laboratories for the Departments of Botany and Zoölogy, which should be moved out of their present quarters in Schermerhorn Hall in order that that building may be adapted to the needs of the great Department of Physics, Fayerweather Hall being assigned, in turn, to those other scientific departments that are now crowded into insufficient accommodations in Schermerhorn Hall: and a residence hall for the rapidly increasing number of women graduate students.

These problems and these needs are the stuff of which a university's life and a university's business are made up. If the University was truly described in 1902 as a giant in bonds, then in 1916 it is a whole company of giants bound hand and foot by financial impotence. This is the situation with which the Trustees are day by day confronted, and it will remain to confront them, in one

form or another, until the time when their capital funds are increased by about \$30,000,000.

The simple fact is that Columbia University is undercapitalized. If it is possible for a great industrial enterprise to procure all the capital it needs when the return is but twenty, or ten, or even five per cent, why should a university be held back from accomplishment, through lack of sufficient capital, when the returns are everlasting and are to be measured in terms of human life, human satisfaction, and human achievement?

For nearly forty years questions relating to the Baccalaureate degree and to the form and title of that degree have been hotly debated in American col-The College leges. During the past year the Faculty Degree of Columbia College has arrived at a conclusion which, since it has received the approval of the University Council and of the Trustees, may perhaps be considered final. Hereafter Columbia College will receive candidates for the degree of Bachelor of Arts, and for that degree alone. The degree of Bachelor of Science, now conferred on the recommendation of the College Faculty, will disappear. This decision marks the end of a long debate and has been preceded by a number of inconsistent changes of policy. From 1754 until 1882, Columbia College conferred but one degree, that of Bachelor of Arts. For seven years after 1882, the degrees of Bachelor of Letters and Bachelor of Science were conferred upon a few students and then discontinued. In 1906, the degree of B.S. was once more established and has for ten years past been conferred upon those College students who have not completed the prescribed requirements in either Greek or Latin. The distinction between the two degrees, Bachelor of Arts and Bachelor of Science, turned upon whether or not a student had studied

Greek or Latin for a designated period. In the action now taken, it is provided that neither Latin nor Greek shall longer be prescribed for the degree of Bachelor of Arts, but that that degree shall be awarded on the recommendation of the Faculty of the College to any student who shall have satisfactorily completed a course of liberal study chosen in accordance with the general regulations established by the Faculty.

That the decision is a wise one for Columbia College can hardly be doubted, although it would not necessarily be a wise decision for a college differently circumstanced. Columbia College is not only a college, but it is the collegiate member of a great university system. It is the door-or better, the vestibule-through which great numbers of students constantly pass on their way to highly organized professional study of one sort or another. It is therefore imperative that the College program shall be broad enough and flexible enough to be readily adjusted to the needs of these various and varying types and groups of students. Columbia College is not at liberty, therefore, to insist stubbornly upon some preferred type of general education, however highly it may value that type. It must, in order to serve the University and the public, meet the demands which a university puts upon a college which is imbedded in its educational system.

The Dean's Report shows that the Columbia College students of today, if classified according to the subjects of their major intellectual interest, fall into groups which rank numerically in the following order: English and modern languages, history, economics and politics, laboratory sciences, philosophy and allied subjects, mathematics, and classics. Under such circumstances, to insist upon a prescription of either Greek or Latin would certainly be onerous and, if measured by results, probably without educational justification in the case

of a large majority of the undergraduates. On the other hand, to divide the undergraduate students into two groups according as they do or do not take a modicum of classical study, has proved to be disadvantageous. The action taken by the Faculty, therefore, appears to be the logical result of the conditions with which the Faculty had to deal, and not the whim or partisan preference of any group of College teachers. It will remain the duty of the Faculty of Columbia College to make certain that no man is recommended for the degree of Bachelor of Arts who has not chosen from the program of studies a curriculum so serious, so well organized, so coherent, and so catholic as to entitle him fairly to the possession of that degree which has historically stood for a liberal training.

The decline in the number of those American students who study Greek and Latin and who have a reasonable familiarity with the history and literature of Greece and Rome is greatly to be deplored. No educational substitute for Greek and Latin has ever been found, and none will be found so long as our present civilization endures, for the simple reason that to study Greek and Latin under wise and inspiring guidance is to study the embryology of the civilization which we call European and American. In every other field of inquiry having to do with living things, the study of embryology is strongly emphasized and highly esteemed. What is now being attempted all over this country is to train youth in a comprehension of a civilization which has historic and easily examined roots, without revealing to them the fact, and often without even understanding the fact, that modern civilization has roots. Phrase-making and vague aspirations for the improvement of other people are, unfortunately, now supposed to be a satisfactory substitute for an understanding of how civilization came to be what it is. It so happens, too, that in the embryonic period

of our civilization, man's intellectual and aesthetic achievements were on a remarkable scale of excellence. These achievements rightly became the standard of judgment and of taste for those generations and centuries that followed. When we turn aside from the study of Greek and Latin, therefore, we not only give up the study of the embryology of civilization but we lose the great advantage which follows from intimate association with some of the highest forms of intellectual and æsthetic achievement.

Conditions that now exist lay a heavy burden upon teachers of the ancient classics. They have heretofore been all too successful in concealing from their pupils the real significance and importance of Greek and Latin studies. Unless Greek and Latin are to become museum pieces, those who teach them must catch and transmit more of the real spirit and meaning of the classics than they have been in the habit of doing. Let him who wishes to see classical knowledge in action read any one of a hundred passages in Morley's Life of Gladstone, or any one of a score of pages in the Life of his one-time colleague, Robert Lowe, Viscount Sherbrooke, or the Life and Letters of Benjamin Jowett, Master of Balliol.

The year at the College of Physicians and Surgeon has been marked by several important advances. Coincidently with the approval of the plan to give but a single degree in Columbia College, the Trustees approved the recommendation of the University Council that the degree of Bachelor of Science in Medicine be awarded, on the recommendation of the Medical Faculty, to those students who, having satisfactorily completed a two-year course in a college or scientific school elsewhere, then satisfactorily complete the first two years of work at the Medical School. This

action brings to an end a long discussion which has grown out of the institution of the so-called combined collegiate and professional school course. While this combined course worked admirably and produced satisfactory educational results in the case of those students who took their collegiate work at Columbia, it gave rise to embarrassment in the case of students who, taking their college work elsewhere, desired to enter the Medical School at the close of the Sophomore or second year in college. Such students could not obtain a Bachelor's degree at Columbia because they were at no time students in Columbia College. Except in very rare cases, the colleges from which they came would not grant them a Bachelor's degree because the last two years of their undergraduate life were passed in one of the professional schools of Columbia University. There was, therefore, an apparent discrimination against students who wished to come to the professional schools of Columbia from other colleges and at the same time who wished to take advantage of the opportunities provided by the combined course. Such students are increasing in number. The plan now adopted, which is similar to that heretofore existing in the case of Education and Architecture, provides that students of this type may receive the degree of Bachelor of Science in Medicine. The future graduate of Columbia College will be a Bachelor of Arts. The holder of a Columbia degree of Bachelor of Science will have his degree specifically designated according as it is conferred for professional work in Architecture, in Business, in Education, in Medicine, or in Practical Arts, and there will thus be no confusion between the holders of this degree and the graduates of Columbia College.

During the year it has been voted to admit women to the Medical School on equal terms with men, whenever proper physical arrangements can be made for their accommodation. Women are already at work in some of the laboratories at the Medical School, and women have been appointed as teachers both there and at the Vanderbilt Clinic. There is reason to believe that so soon as they can be provided for there will be from twenty to thirty women students of medicine in each entering class.

In the last Annual Report, the confident hope was expressed that before November 20, 1915, the University would receive gifts sufficient to enable it to purchase such share in the site proposed for the new Medical Centre as would be needed for the Medical School of the future. This hope was, unfortunately, disappointed. Despite the most earnest efforts, it proved to be impossible to obtain the one million dollars needed for this purpose before the date fixed for the expiry of the option to buy the property in question. The project, therefore, failed for the moment, but as has been indicated elsewhere in this report, its magnitude and its public importance give it first place on the list of those undertakings which the University has set its mind upon accomplishing in the immediate future.

During the year a group of men have come forward with a well-supported proposal that there be established. in connection with the Medical School. Proposed School school for the training of dental of Dentistry Recent investigations and surgeons. research have forced the conviction that dentistry instead of being a separate art or science is in reality a branch of general medicine. It is now more clearly understood than heretofore that the understanding, diagnosis and treatment of numerous diseases which hitherto have been obscure in origin, depend upon a knowledge of conditions arising in the mouth and teeth and which can by proper treatment be controlled and prevented. As matters are at present, however, dental education is in almost every instance separated from medical education. The larger number of the dental schools of the United States are proprietary institutions and lie quite outside of any university organization. Reflection upon these facts prompted a number of leading dentists and physicians of New York to coöperate for the establishment of a school of dentistry in affiliation with, or as part of, the Medical School of Columbia University. The project was carefully formulated and presented to the Medical Faculty and received the formal approval of that Faculty and later of the Trustees. The establishment of the school was made conditional upon the provision of adequate funds for its support.

The terms of the plan are that the School of Dentistry shall offer a four-year program of study, the first two years of which are to be identical with and a part of the Medical School course. The preliminary educational requirements are to be the same as those for admission to the Medical School. Provision will be made for a dental dispensary, where free treatment will be offered to those unable to pay. Research laboratories will offer opportunity for new investigation in matters relating to dental diagnosis and dental therapeutics. The new School of Dentistry has the approval of the Education Department of the State of New York, the Medical Society of the County of New York, the First District Dental Society of the State of New York and many well-known dentists and physicians. Already nearly \$150,000 has been given or pledged toward the fund of one million dollars which it is estimated will be needed to make satisfactory provision for the new school. There is every reason to believe that the entire sum required will be pledged at no very distant day.

A plan that was first projected in detail in 1898 came into effect with the establishment on July 1, 1916, of a School of Business under the care of its own School of Administrative Board. Under date of March 30, Business 1899, a Special Committee on Commercial Education that had been constituted by the Chamber of Commerce of the State of New York, reported to that body a plan for the establishment of a collegiate course in commerce at Columbia University through the cooperation of the Chamber. It was estimated at that time that a guaranteed income of from \$10,000 to \$12,500 a year would be sufficient to establish and to carry on the course. The proposed course of study, prepared by a committee of professors selected from the Faculty of Columbia College. presupposed graduation from a secondary school, public

or private, and was adapted in form and in content to students of college age, namely, from sixteen to twenty years. This project, though strongly supported and formally approved both by Columbia University and by the Chamber of Commerce, was never carried into effect. The Chamber of Commerce was about to erect a new and costly building, and it was thought that all available funds should be devoted first to that purpose. In addition, farther reflection convinced the University authorities that such a course in commerce as had been outlined was not sufficiently advanced or sufficiently distinctive to warrant Columbia University in undertaking it. As a result, the whole matter lay dormant for a number of years. and, although often discussed, no forward step was taken for more than fifteen years. In the interval, New York City had established a system of commercial high schools, and more or less successful schools of commerce had been undertaken in connection with different institutions of higher education throughout the country. The Administrative Board of Extension Teaching had, in response to well-defined and persistent demands, begun to offer a number of admirable courses in commercial subjects. The attendance on these courses had grown to more than 1,500 and the cost of maintaining them amounted to more than \$13,000.

A Special Committee appointed by the President and so constituted as to represent different parts of the University, began the formal consideration of the University's policy toward advanced instruction in business and commercial subjects in the year 1913. then became apparent that University opinion had crystallized and that the time was ripe for the formulation of a definite University policy in regard to instruction in commercial and business subjects. In October, 1915, the University Council adopted a resolution referring to a Special Committee, to be composed in part of University officers not members of the Council, the project for the organization of a School of Business and Finance, and requested that the report on this subject be presented to the Council at its next meeting. The President appointed the following Committee to carry out the terms of the resolution: Professor Seligman, Chairman; Professor Egbert, Dean Keppel, Dean Goetze, and Professors Adam Leroy Jones, Seager, A. H. Thorndike, Beard, McBain and Stowell. This Committee vigorously attacked the practical aspects of the question submitted to it, and under date of December 21, 1915, reported to the University Council a plan for the organization and administration of a School of Business, which School was to go into operation on July 1, 1916. The plan and recommendations were accepted and approved by the Council and subsequently by the Trustees. Professor Egbert was appointed Director of the new School of Business, an Administrative Board was designated, and appointments to the teaching staff were made.

The new undertaking was designated the School of Business and reasons were given by the Committee for preferring this title to various others that had been proposed or had already been adopted in other institutions. The character of the new School was discussed in detail and there was no dissent from the recommendation that, in conformity with established University policy, its program of study should be based on not less than two years of college work and that the School of Business itself should offer a program extending over three years.

There is every reason to believe that the new School of Business will be markedly successful. The teaching force is constituted of the best and most experienced men available, and already the enrollment of students far exceeds the most sanguine expectations. The serious and very pressing problem is presented as to how these students in the School of Business shall be provided for, since the rapid increase in the membership of the University has filled every available building to overflowing. There is immediate need of an additional building to accommodate the School of Business. Probably the best possible site for such a building is that on the Quadrangle the corner of Broadway and 116th Street, immediately south of the School of Mines and opposite the School of Journalism. Were a building for the School of Business to be placed there, it would make possible the provision of a much-needed auditorium to accommodate from 1,000 to 1,200 persons, as already planned, to which access might be had from the platform of the subway station on Broadway. This auditorium, being in the basement of the building, would resemble in some respects the well-known and very useful hall at Cooper Union. The cost of a building placed on this site would, at present prices for labor and material, be not less than \$600,000. A smaller building, to cost perhaps \$450,000, might be placed on the inner building site on the east side of the Quadrangle that is now occupied by East Hall. Such a building would, in conformity with the University's plans, be of the same size, style and general appearance as Avery Hall. There is every reason to believe, however, that a building for the School of Business must be at least as large as the buildings already provided for the School of Journalism and for the School of Law. A building of such size could only be placed on the site at the corner of Broadway and 116th Street. Stubborn facts have made the immediate erection of a new building on one or the other of these two sites a most urgent University need.

For three years the organization and work of the School of Journalism have been under careful and critical examination with a view to ascertaining School of whether the plans adopted at the outset were **Tournalism** in all respects wise and satisfactory. During these three years two facts became apparent—first, that the income from the endowment of the School of Journalism would probably not be sufficient to meet the cost of such a school as Mr. Pulitzer had planned and as the University wishes to conduct; and second, that the students who were to enter upon purely professional courses in Journalism must, if they were to have fit preparation for their life work, be called upon for a more extended and a more accurate knowledge of English, history, economics, and natural science than had heretofore been the case. The Administrative Board of the School of Journalism therefore recommended that the purely professional work of the School of Journalism be expanded to cover three years instead of two as at present, and that the present two collegiate years of the program be transferred to the control and direction of the Faculty

of Columbia College. In this way it was aimed to conserve the income of the School of Journalism fund for instruction in purely professional subjects and to increase the extent and the thoroughness of the preliminary training in non-professional subjects. This new program will go into effect on July 1, 1918. Candidates for admission to the course in Journalism will be admitted after an examination and inquiry into their general intelligence, moral character, and fitness for the work of the course, and without any requirement of previous collegiate courses: but candidates for admission will be recommended to make sure of their fitness for the professional instruction in Journalism by getting sound training in English, history, economics, natural science, and French and German, at a college or scientific school of recognized excellence.

The School of Journalism labors under one handicap from which the other professional schools of the University are free. No previous systematic training in Journalism and no academic degree are required for entering upon journalistic work in a newspaper office. Therefore, the man who is without serious professional preparation, but who can, by the use of his natural wits, give the service which a newspaper demands, is, from a purely material point of view, just as well off as the man who has spent several years and a considerable sum of money in securing a sound professional training. This handicap is one which will only be removed as the graduates of the School of Journalism prove, by their individual performances, that they are to be preferred to those who are without their systematic training.

Pursuant to the provisions of the Will of the late Joseph Pulitzer, there have been established in the University an important and valuable series of prizes and travelling scholarships. These are to be awarded for the first time at the Commencement of 1917.

Pulitzer Prizes in Journalism and in Letters The prizes in journalism are five innumber and are these:

For the best and most suggestive paper on the future development and improvement of the School of Journalism, or for any one idea that

will promise great improvement in the operation of the School, \$1,000;

For the most disinterested and meritorious public service rendered by any American newspaper during the year a gold medal costing \$500;

For the best history of the services rendered to the public by the American press during the preceding year, \$1,000;

For the best editorial article written during the year, the test of excellence being clearness of style, moral purpose, sound reasoning and power to influence public opinion in the right direction, \$500;

For the best example of a reporter's work during the year, the test being strict accuracy, terseness and the accomplishment of some public good commanding public attention and respect, \$1,000.

The jury or juries to make nominations for these prizes will be chosen from the members of the Administrative Board of the School of Journalism and from the teaching staff of the School.

The prizes in letters are four in number and are these: For the American novel published during the year which shall best present the wholesome atmosphere of American life and the highest standard of American manners and manhood, \$1,000;

For the original American play performed in New York which shall best represent the educational value and power of the stage in raising the standard of good morals, good taste and good manners, \$1,000;

For the best book of the year upon the history of the United States, \$2,000;

For the best American biography teaching patriotic and unselfish services to the people, illustrated by an eminent example, excluding as too obvious, the names of George Washington and Abraham Lincoln, \$1,000.

The jury or juries to make nominations for these prizes will be chosen by the American Academy of Arts and Letters from its own membership and that of the National Institute of Arts and Letters.

Men and women alike are eligible as candidates for these prizes, and the performance for which the prize is awarded at any given Commencement must have taken place during the calendar year preceding. Nominations of candidates to receive any one of these prizes must be made in writing on or before February I of each year on forms which will be furnished on application by the Secretary of the University.

The object of Mr. Pulitzer in making provision for this striking and valuable series of prizes was to stimulate production of a high degree of excellence in various departments of American letters and particularly to reward excellent performance in journalism. It will be the aim of the University to give to the selection of suitable juries and to the award of these prizes all possible care, in order that they may become notable as influences for good in the literary and intellectual life of the American people.

For two years past the post of Librarian has been vacant, and the Library has been administered by a University officer assigned for that purpose, acting with the counsel and authority of the Library Council. Assistant Professor Lockwood consented to assume the direction of the Library

for a period which ended on June 30, 1916, when he asked to be relieved in order that he might resume his duties as a member of the Department of Classical Philology. On the withdrawal of Professor Lockwood, the Provost of the University was invited to oversee the direction of the Library for the present academic year, before the end of which it ishoped that a permanent Librarian may be chosen.

The problems of a university library, and in particular the problems of the Columbia University Library, are peculiar and distinctive. They are, in part, the problems of a general public library, but they are also much more than that. The users of a university library are in large part scholars and serious students and only in small degree casual readers in search of diversion and entertainment. It is important that the administration of the Library should be in close sympathy with the work of the University teachers and investigators, and that it should not, through excess of bureaucratic zeal or technical requirements, put unnecessary obstacles in the way of making the collections of books and pamphlets as immediately and as practically useful as possible to those who are engaged in teaching and in carrying forward independent research. The University Library takes rank not so much as a department of instruction as a school or faculty, and as a school having most intimate relations with the work of every other school or faculty in the University. An interregnum in the Library administration, with such competent scholars as Professor Lockwood and the Provost of the University serving as directors of the Library, will not be without its advantages. It may be expected to bring both the spirit and the letter of Library administration into close touch with the needs and wishes of the members of the faculties, and to establish a relationship so close and so valuable that it will not hereafter be weakened or broken.

The major or primary collections of books in a university library cover the whole field of knowledge and are the correlative of the usual public library. These collections are divided into the general library, the reference collection assembled in the general reading-room, and the special or technical libraries. In addition to these primary collections, there are the secondary or duplicate collections, consisting of books chosen for a definite educational purpose. These are either specific libraries of the type assembled in the College Study in Hamilton Hall, or seminar libraries placed at points throughout the University buildings that are convenient for those who chiefly use them.

The aim of the primary collection in the general library is completeness. While this can never be attained either theoretically or practically, yet the usefulness of the primary collection depends upon its being substantially complete and thoroughly representative of the main intellectual interests of mankind. All known devices of cataloging and administration are used to make this primary collection available to the largest number of users. This collection, as such, has no educational function that differs from any so-called public library, yet it is an indispensable part of every university, for research can only be carried on in an institution of learning that is equipped with one of the really great libraries of the world.

The reference library, assembled in the general readingroom, is a characteristic of every great modern library and has come into existence in response to a definite practical need. While the reference library includes a representation of all subjects, yet it contains but one type of book, namely, the reference book, under which head are included dictionaries, encyclopedias, bibliographics, handbooks, and the chief literary masterpieces. The reference library is really a library within the library and is maintained as a distinct unit.

The special or technical libraries are in part the outgrowth of traditional subdivisions of knowledge and intellectual interest, and in part of practical needs. Certain well-defined technical subjects, the most ancient being law, medicine and theology, tend to become isolated and self-sufficient. It is usual to place the university collections of books on these subjects in the buildings in which instruction in the subjects themselves is given. The general reader has little need of the technical literature of the separate professions, and on the other hand, the student in the professional school is able to carry on his own studies with but slight reference to general literature. In some cases there is an absolute need for separate provision for these special or technical libraries. In the case of physics, chemistry and zoölogy, for example, the books must be where the laboratories are, and the laboratories cannot be placed in a general library building. This illustrates one of the problems peculiar to university libraries. A public library does not conduct laboratory courses in natural science and is therefore at liberty to place its collections of books on physics chemistry and zoology wherever it is most convenient to do so. In a university library, the separation between the general or primary collection and the special or technical collections leads to a further need which has not always been recognized as its importance deserves. is imperative that in the case of the more popular and more general technical books duplicate sets be provided for the general library. Moreover, very many subdivisions of these special subjects overlap and require two, or even three, sets of certain books in order that the special or technical collections may be really useful.

In the case of the Columbia University library, special or technical libraries have grown up for law, medicine, pharmacy, architecture, engineering, mines, chemistry, physics, mathematics, astronomy, music, the natural sciences, and education.

The secondary or duplicate collections of books are peculiar to a university library and are the outgrowth of strictly educational needs. The specialists in history, in economics, in philosophy, and in various branches of literature, cast longing eyes upon the collections in their respective fields and are always anxious to lay hands on these particular groups of books and to carry them off bodily from the general library to some island home of their own. The convenience of having well-defined collections of this kind in the field of the humanities as well as in the field of the sciences is obvious, but it means either a huge increase in the cost of library administration or the destruction of the general library. The wise course probably is to form secondary collections of this kind, made up of carefully selected and authoritative books, but all of them duplicates of the collections in the general library.

The purpose of all these collections and the aim of their sound administration is that the books may be used in the best possible way and with the least possible loss of time and effort. So far as teachers are concerned, there is no very difficult problem here, but the contrary is the case with the students. Probably a majority of all university students never find their bearings in the maze of a great library. Only those of exceptional intelligence and initiative attack and solve the peculiarly modern problem of the use of a huge collection of books. Something must be done to increase the skill of the student in the use of the collections that are provided for him. This is a matter in which the library itself can give much help

and much direction, but the library will be helpless without the active coöperation of the college and university
teachers. Instruction and guidance in the use of the
library would be about as important a course of instruction as the American student could possibly have given
to him. The Law Librarian has already had marked
success and met with a cordial response in his endeavors
to make the students of law more familiar with the law
library and to show them how to use it effectively.
Similar undertakings should be organized for students
in other parts of the University. They should, without
exception, be taught to lean upon the library, and to
lean upon it intelligently and to some purpose.

A new University problem is presented by the rapid increase in the number of women graduate students. During the last academic year, more Women Graduate than a thousand women who had al-Students ready taken a baccalaureate degree at Columbia University, or elsewhere, were registered for advanced or graduate instruction. The University Committee for Women Graduate Students found that onehalf of this number were living in the vicinity of the University. During the past five years the number of such students has doubled, and the time has come when a suitable residence hall for women graduate students must be provided. At present these students suffer from many inconveniences and hardships to which they should not be exposed. Frequently they have poor air and light in rooms that open on inner courts or they live surrounded by distracting noises. The lack of any reception room in which to receive callers is an almost universal characteristic of the houses in which these students lodge, and the problem of finding satisfactory table board is a serious one. A suitable residence hall

for this great body of women graduate students might be made a unique feature in American university life. It should be more than an ordinary college dormitory, and should combine the features of a residence hall with those of a building designed for the special occupancy and use of university women. It should provide both rooms and board for resident women graduate students, and should furnish a dignified and appropriate meeting place for this entire group. Such a building might soon become well known as an intellectual and social center for women engaged in scholarly pursuits, and thereby attract women of intellectual gifts and attainment not only from all parts of the United States, but from foreign universities as well.

Such a building should make provision for not fewer than three hundred resident students, and in providing table board there would be opportunity for the University to demonstrate in various ways the practical value of the School of Household Arts by making use of the experience and knowledge of women trained in that part of the University. It would probably be most convenient to place such a building on South Field, at the corner of Broadway and 114th Street, immediately south of Furnald Hall. The cost would presumably be at least \$500,000.

The year at Barnard College has been uneventful and marked by steady growth in effective teaching and in increasing the points of contact between the College and the life and work of each indicollege vidual student. The much needed building provided by the generous gift of Mr. Jacob H. Schiff, announced in the last Annual Report, is going forward as fast as circumstances will permit. The Dean points out in her report how great an addition this building will be

to the resources of the College, and indeed to those of the whole University.

A significant gift of \$100,000 by the late Mr. James Talcott to make permanent provision for religious instruction, will open the way to what it is hoped will prove to be a most valuable addition to the resources of the College. The University Chaplain is already conducting courses of instruction in religion for Barnard College students, and these will now be supplemented by instruction to be offered by other scholars. In this way provision will be made for the first time to represent religion before the students as an integral element in college education, just as literature and mathematics and history and chemistry have long been represented. The institution at the same time of the Caroline Gallup Reed Prize for the encouragement of the study of the origin and early development of Christianity, gives new and helpful emphasis to the plans for developing systematic instruction in religion.

The Faculties of Education and Practical Arts have been engaged during the year chiefly in so reorganizing their work as to fit more closely the changes Teachers that have lately been made in the general College University administration and in the provisions governing candidates for the degrees of master of arts and doctor of philosophy. The Dean points out with entire justice that some of the chief University problems of today are the outgrowth of the fact that the interests of teachers and the needs of students are by no means always easy to reconcile. The student is very likely to have a professional purpose of one sort or another and he is thinking chiefly of himself and his accomplishment of that purpose. The teacher's interest, on the other hand, is scholarly and never loses sight of the

need of advancing the boundaries of knowledge, of making new experiments, of engaging in new undertakings and in otherwise departing from the established intellectual or educational routine. The resulting clash of purposes and of interests raises grave and far-reaching educational questions, and unless wisely dealt with imposes literally unbearable financial burdens.

In the School of Practical Arts the development is steadily along the familiar lines which the older professional Faculties of the University know so well. The number of advanced and graduate students steadily increases and will in time, perhaps in a relatively short time, become the dominant interest of the Faculty. It is more and more the peculiar province of Columbia Univerity not simply to do well that which is done well elsewhere, but to do that which for various reasons cannot be done at all elsewhere, or if done, cannot be done so well. Provision will rapidly be made in colleges and technical schools for women for the work in practical arts which now absorbs the time and attention of the students of the first two years in this School. As that provision is made elsewhere the necessity for continuing similar instruction at Columbia will disappear and the entire time and all the resources of the Faculty can be devoted to the advanced and graduate students.

In the field of pharmacy there is steady development both through legislation and voluntary action to raise the standards which control the manufacture and preparation of drugs. This movement naturally aids those institutions which are bent upon establishing and maintaining high educational standards in preparing men and women for pharmaceutical practice. The College of Pharmacy, strongly committed to the maintenance of the highest standards, is

naturally and fortunately the beneficiary of all movements, legislative or other, which have for their purpose the better protection of the public in everything which relates to the manufacture, preparation and sale of drugs.

An important and interesting inquiry has been completed by the Provost into the practical working of the

Fellowships and University Scholarships system by which Fellowships and University Scholarships are awarded. The Provost was requested to make a study of the experience of Columbia University in this regard

during the past decade, with a view to ascertaining how far the system of fellowships and scholarships had been successful in developing University and College teachers, and in preparing men and women for advanced study and research. It appears that, during the years 1905-1906 to 1914 inclusive, 242 appointments to fellowships were made. Of these appointments, 124 were to University Fellowships and 118 to endowed or special Fellowships. The number of different individuals appointed was 218. Two University Fellows received reappointments: one University Fellow was subsequently appointed to a Special Fellowship; and one holder of a Special Fellowship was subsequently appointed to a University Fellowship. Four holders of University Fellowships were subsequently appointed to endowed Fellowships. Fifteen appointments to endowed Fellowships were renewed during this ten-year period, and two such appointments were renewed twice. Five persons holding endowed Fellowships were appointed to other endowed Fellowships, and two of these had already had their first-named endowed Fellowships once renewed. The Adams Research Fellowship, which belongs to a class by itself, is not included in the returns which do not include also the Special Research Fellowships that have been from time to time provided

for the purely professional Fellowships in Architecture, Engineering, and Medicine; or the Cutting Travelling Fellowships, all of which are in a different class and some of which are of too recent date to enable any accurate judgment regarding them to be formed.

During this same ten-year period the number of appointments to scholarships was 384. This number includes 280 University and President's University Scholars, 40 Curtis University Scholars, 8 Richard Butler Scholars, 10 John D. Jones Scholars, and 46 Special Scholars for whom funds were provided by gift. The 384 appointments include 338 individuals. In the list of University Scholars 25 were reappointed. One Curtis University Scholar, 2 Butler Scholars, and 2 Iones Scholars were reappointed; I Butler Scholar was reappointed twice; I Special Scholar was subsequently appointed to a Jones Scholarship; 7 Special Scholars subsequently held University Scholarships; and 4 University Scholars subsequently held Special Scholarships. Two University Scholars were afterward appointed to Jones Scholarships, one of these having been a University Scholar twice. Sixty-six Scholars were subsequently appointed to Fellowships. Of this number, I held a Special Scholarship, 2 held University Scholarships, a Jones Scholarship, and a University Fellowship. Three Fellows had been Scholars twice, 2 were Fellows 3 times after holding Scholarships, and 2 reappointed Fellows had been Scholars. As in the case of Fellowship appointees, Scholars in purely professional subjects are not included in these statistics.

The total number of individual incumbents of Fellowships and Scholarships for this ten-year period is 490. Of these, 2 Scholars and I Fellow are known to have died. No addresses could be obtained for 35 names upon the list. Eleven others were living either in China, Japan, or

India, and facts regarding them could not be obtained. In response to inquiries addressed, replies were received from 333 persons who had held Scholarships or Fellowships during the decade, or 68 per cent. of the total number appointed.

A detailed record of the results of this inquiry is printed as Appendix I to the present Annual Report. It establishes the fact that the system of awarding fellowships and university scholarships that has been followed for some years is successful in singling out a very considerable body of promising young scholars who have made good use of their academic opportunity and many of whom have already distinguished themselves as university teachers here or elsewhere.

Twenty-one former Fellows and 107 former Scholars received the degree of master of arts at Columbia University, while 97 former Fellows and 89 former Scholars received the degree of doctor of philosophy. No fewer than 137 former Fellows and 156 Scholars either now hold or have held academic appointments at Columbia University or elsewhere. At the present time 23 former holders of Fellowships and 27 holders of University Scholarships are members of the teaching staff of the University.

It is worth while noting that of the whole number appointed to Fellowships and University Scholarships only 9 Fellows and 67 Scholars had taken their bachelor's degree at Columbia. This means that a large majority of those who received these distinctions have had their preliminary training in other colleges and universities. Looking to the future, it would seem desirable to establish a few Fellowships of somewhat larger value than those now in existence for the specific purpose of encouraging men to complete researches already under way, but which cannot be finished at the time that the doctor's degree is

awarded. It is also desirable to increase the value of the University Scholarship to \$200 to keep pace with the recent increase in the tuition fee of graduate students.

On the recommendation of the University Council, the Trustees have authorized a new division of the university year. There will no longer be Academic a first half-year, a second half-year, and a Calendar Summer Session. This division of time has given way to a Winter Session, a Spring Session, and a Summer Session. The new terms are more accurate than the old, and in addition they recognize the fact that the Summer Session does not lie outside the regular work of the University but has long since become an integral part of it. The Winter Session extends from the opening of the new academic year in September until the end of the following January; the Spring Session from the first of February until the Wednesday following Commencement Day; while to the Summer Session are allotted six weeks following the first Wednesday in July.

In all its history the corporation which is now The Trustees of Columbia University in the City of New York has had but nine treasurers. Of Death of these, John McLean Nash, graduated John McLean Nash from the College in 1868, was the eighth in succession. He was chosen to this responsible office on January 12, 1885, following the death of Mr. Gouverneur M. Ogden. For thirty-one years Mr. Nash devoted himself with an interest and a care that were delightful to see to the business and legal concerns of the corporation. Until the meeting of March 6, 1916, two days before his death, Mr. Nash had never failed to be in attendance at a stated meeting of the Trustees during his entire thirtyone years of service. As executive officer of the Finance

Committee and as the friend and counsellor of every member of the Board of Trustees and of countless officers of instruction and alumni, he was a powerful and always to be remembered figure in the life of the University.

During Mr. Nash's long administration there was a vast increase in the material concerns of the University and a great growth in the responsibility put upon him. All this he bore with fidelity, zeal, and high purpose. His single-minded devotion to Columbia, his sterling integrity, and his calm, untroubled attention to the manifold and weighty cares that his office put upon him, were marks of a very fine as well as a very strong character.

Seth Low, eleventh President of the University from 1889 to 1901, and Mayor of the City of New York from

Death of Seth Low Brook Farm, Bedford Hills, New York, on September 17, 1916, in the sixty-seventh year of his age. Mr. Low had been identified so long and so intimately with Columbia University and had played so large a part in building the University of today that it is neither necessary nor becoming now to attempt to recite again his services to Columbia, or to pay fresh tribute to his mind and character. It is more suitable to make this public record of two declarations regarding Mr. Low that were approved and adopted by the Trustees.

The first, on October 7, 1901, is the minute adopted by the Trustees at the time of their acceptance of Mr. Low's resignation of the office of President:

The Trustees have learned with the deepest regret that Mr. Low has determined to resign the office of President of this University. They appreciate, however, the patriotic purposes which have induced him to retire from his present post; and they recognize the delicacy and unselfishness which have dictated his requests that his resignation be considered

final and that it be accepted to take effect immediately. Requests so made cannot be ignored or refused, and the Trustees have therefore felt constrained to comply with Mr. Low's wishes, and to accept his resignation at this present meeting.

In so doing they deem it proper to enter upon their minutes a record of their affectionate regard for Mr. Low personally, and of their high opinion of the value of his services to the University.

Mr. Low has now served as Trustee for twenty years. He has served as President for exactly twelve years, having been elected October 7, 1889—a period marked by changes of the utmost importance, which may fairly be said to have created a new Columbia. A great university has been organized out of a group of scattered and unrelated schools. It has been moved to new and generous quarters that worthily accommodate it and that invite the large expansion which is certainly before it. It has established intimate and satisfactory affiliations with Barnard College and Teachers College. Its educational organization is thorough and effective; a strong enthusiastic common life now pervades and inspires every part; the number of its teachers and students was never so large; its educational prestige was probably never higher; and in every quarter, both inside and outside the University, the utmost goodwill prevails.

Such a record of achievement tells its own story of the head of the University; but it would be a most incomplete account that failed to make some reference to Mr. Low's extraordinary and unwearied generosity. At his own cost he had built the University Library building; he has established trust funds for the encouragement of study and research, and he has contributed in unnumbered ways to supplement the funds of the University, and to help every good cause in which its members are interested.

The Trustees cannot but deplore the loss of an executive officer so able, experienced, and zealous, but they rejoice to learn that Mr. Low intends to continue a Trustee, and they indulge the hope that whatever post of duty he may here-

after occupy this Board will still continue to enjoy the benefit of his counsel.

The second is the resolutions adopted by the Trustees on March 2, 1914, following their acceptance of Mr. Low's definitive resignation as a Trustee of the University, to which office he was elected in 1881:

RESOLVED, That the Honorary Degree of Doctor of Laws be conferred upon ex-President Seth Low.

RESOLVED, That in view of his long and unprecedented services as a Trustee and as President of this University, Mr. Low be invited to attend all future meetings of the Board of Trustees whenever he desires to do so, with the same privileges of addressing the meeting as if he remained a Trustee (although without a vote); that notices of meetings and copies of documents printed for the use of the Trustees be regularly sent to him; and that he be also especially invited from time to time to attend, as ex-President, all Commencements and other University celebrations, and to rank next to the President.

RESOLVED, That at the time of conferring upon him the degree of LL.D., an address be presented bearing the Seal of the University, attested by the Chairman and Clerk, and suitably engrossed or printed, in substantially the following form:

To the Honorable Seth Low, LL.D.,

Late President of Columbia University, etc., etc., etc.

SIR:

On the occasion of your retirement from the office of Trustee of this University, after a service of almost thirty-three years, your colleagues unite in this expression of regret at the final severance of your official connection with the University.

This is not the first occasion upon which the Trustees have felt called upon to express to you their sentiments of gratitude and esteem. In May, 1895, a special vote of thanks was adopted for your most munificent and opportune gift of the University Library. Again, in October, 1901, upon your retirement from the office of President, a minute was adopted recording the personal regard of the then members of the Board and their high opinion of the value of your services to the University.

You have now been intimately associated with this venerable seat of learning for close on half a century. As an undergraduate student from 1866 to 1870, as an energetic Alumnus, as Trustee from 1881 to the present time, and as President from 1889 to 1901, you have given constant proofs of your attachment to your *Alma Mater*. Your earnest and useful labors as Trustee from the early days of your membership in our Board are still fresh in the memories of many of your colleagues. But especially during your term of office as President, your abilities as an administrator, your power to inspire confidence and to secure the zealous coöperation of all your colleagues, and your splendid generosity, have served to advance in the highest degree the interests of the University and to multiply many fold the service it has been able to render the community.

If we have deferred conferring upon you the highest degree in our power, it has been merely because of our unvarying rule not to grant such honors to each other; but now, on your retirement, we take the earliest opportunity of bestowing this well-merited distinction.

We wish you many years of useful and happy activity in or near the great city which you have in so many ways benefitted by your labors and your example; and we indulge the hope that we may still from time to time profit by your counsel. By a formal vote of the Trustees you are invited to attend, whenever you choose to do so, the meetings of our Board; the papers printed for the use of the Trustees are still to be submitted to you; and you are to be specially invited to attend, as ex-President, at all Commencements and other University celebrations.

Mr. Low was a truly great citizen. In his private life and in public station he gave the best that was in him to advance the public good. In his death Columbia University lost not only a great President but a good and generous son.

The following members of the University have died during the year:

Deaths of University Officers John Angus MacVannel, Ph.D., Professor of the Philosophy of Education in Teachers College, on November 10, 1915, in his forty-fifth year.

Anton Vorisek, Phar.D., Professor of Analytical Chemistry in the College of Pharmacy, on December 3, 1915, in his forty-third year.

Edward Van Dyke Robinson, Ph.D., Professor of Economics, on December 10, 1915, in his forty-eighth year.

John McLean Nash, A.B., LL.B., Treasurer of the University since 1885 and the devoted guardian of its interests, on March 8, 1916, in his sixty-eighth year.

John Oehler, Ph.G., Assistant Professor of Chemistry in the College of Pharmacy, on July 14, 1916, in his fifty-seventh year.

Frank Dempster Sherman, Ph.B., Professor of Graphics in the School of Architecture, on September 19, 1916, in his fifty-seventh year.

Francis Brown, D.D., LL.D., President of the Faculty of Union Theological Seminary and a member of the University Council, on October 15, 1916, in his sixty-seventh year.

The Treasurer's Report sets out in full the financial operations of the year. The total assets of the corporation, excluding, of course, those of Barnard College, Teachers College, and the College of Pharmacy, and entering the rental properties at their tax valuations for the current year, amount to

\$49,591,748.83, or in round numbers \$50,000,000. The bonded debt of the corporation remains at \$3,000,000, against which \$600,000 has now been paid into the redemption fund. After making payments of \$123,265.17 on account of interest on the corporate debt, and of \$100,000 toward the redemption fund for the payment of the principal of the bonded debt of the corporation, there remained a deficiency in the operations of the year amounting to \$40,855.14.

During the year gifts were received amounting to \$1,336,205.13, of which \$1,231,808.15 were additions to the capital of special funds, \$14,098.72 were additions to permanent funds, and \$90,298.26 were to be expended for current designated purposes. Of the individual gifts, the largest were \$924,820.88 from the estate of the late Joseph Pulitzer, being an addition made in accordance with the terms of Mr. Pulitzer's will, to the School of Journalism Fund: \$125,000 from the Estate of the late William D. Sloane and from Mrs. William D. Sloane, to be added to the endowment fund of the Sloane Hospital for Women; \$100,000 from the Estate of the late Emil C. Bondy, to constitute his permanent fund for medical research: \$50,000 from the Estate of the late Hugo Reisinger toward his legacy to endow a professorship of fine arts; and \$23,437.50 from the Estate of the late John Stewart Kennedy, being an addition to the principal of the John Stewart Kennedy Fund. Gifts for designated purposes, eighty-one in number, made possible a variety of minor undertakings which would otherwise have been out of our power.

For the purpose of comparison with previous Reports, there follows the usual summary of gifts in money re-Gifts ceived during the past year by the several corporations included in the University.

Purpose	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
General Endow- ments		\$500.00	\$350,000.00		\$350,500.00
Special Funds	\$1,231,808.15	246,813.28	97,127.00	\$16,000.00	1,591,748.43
Buildings and Grounds	14,098.72	100,000.00	104,328.93		218,427.65
Immediate Use	90,298.26	13,159.17	23,011.40		126,468.83
Totals	\$1,336,205.13	\$360,472.45	\$574,467.33	\$16,000.00	\$2,287,144.91

The following statement records the gifts made in money alone since 1890 to the several corporations included in the University:

1890-1901		\$5,459,902.82
1901-1915		22,625,561.95
1915-1916		2,287,144.91
	Total	\$20, 272, 600, 68

For the purpose of record and comparison there follow the usual statistical exhibits as to the site, the teaching staff, the student-body and the degrees conferred during the year:

THE SITE

	Square Feet	Acres
A. 1. At Morningside Heights		
Green and Quadrangle	734,183.08	16.85
South Field	359,341.15	8.25
No. 407 West 117th Street	1,809.50	.0414
Maison Française	1,809.50	.0414
Residence of the Chaplain	1,809.50	.0414
Residence of the Dean of the College	1,809.50	.0414
Deutsches Haus	1,809.50	.0414
East Field	90,824.85	2.08
	1,193,396.58	27.3870
2. At West 59th Street	75,312.38	1.73
	1,268,708.96	29.1170
B. Barnard College	177,466.60	4.07
C. Teachers College		
1. At 120th Street	153,898.00	3 · 53
2. At Speyer School	4,916.66	.112
3. At Van Cortlandt Park	575,843.40	13.22
	734,658.06	16.862
D. College of Pharmacy	7,515.62	. 172
Grand Total in New York City	2,188,349.24	50.221
E. Camp Columbia, Morris, Conn.		585.3
Total		635.521

TEACHING STAFF

Teaching Staff	Columbia Univer-	Barnard	Teachers	College of Phar-	Total 2		
	sity	College	College 1	macy	1915	1916	
Professors	172	21	23	6	172	172	
Associate Professors	46	11	8	3	46	46	
Assistant Professors	117	5	29	I	109	117	
Clinical Professors	25				25	25	
Associates	41	2	133		46	54 ³	
Instructors	171	18	56	5	230	232	
Curators	3				3	3	
Lecturers	41	9	31		51	72	
Assistants	91	13	34	3	123	128	
Clinical Assistants	110				97	110	
Total	817	79	194	18	902	959	
Administrative officers,							
notenumerated							
above as teachers	41	10	17	4	46	51	
Emeritus officers	13	0	I	3	14	13	
Total	871	89	212	25	962	1,023	

¹ Excluding the Horace Mann School

² Excluding duplicates.

³ Including Five Foreign Correspondents of Teachers College.

The enrolment of students as compared with that for the year 1914-1915 was as follows:

STUDENT PODY

010001	T PODY				
				Gain	Loss
Columbia College	1,256			140	
Mines, Engineering and Chemistry	375				106
Law	485			32	
Medicine	376			2	
Political Science, Philosophy and					
Pure Science	1,516				558
Architecture	95				17
Journalism	144			I	
Unclassified University Students	161			161	
Summer Session (1915)	5,961			371	
Total (excluding 763 duplicates)	9,606			707	681
Barnard College	694				36
Teachers College:	",				3-
Education 1,157				207	
Practical Arts 1,065		i		8	
	2,222				
College of Pharmacy	510			15	
	13,032			937	717
Less Double Registration	550			, , ,	
Net Total	12,482			220	
Pressin Tracking				- 0	
Extension Teaching Special Classes		5,324		1,071	
Special Classes		2,360		527	
	12,482	7,684	20,166	1,818	
Grand Net Total (excluding dupli- cates in Extension Teaching) receiving instruction at the Uni-					
versity			19,094	2,922	

DEGREES CONFERRED

During the academic year 1915-1916, 1737 degrees and 484 diplomas were conferred, as follows:

COLUMBIA COLLEGE:			COLLEGE OF PHARMACY:	
Bachelor of Arts	101		Pharmaceutical	
Bachelor of Science	75		Chemist	12
		176	Doctor of Pharmacy.	1
BARNARD COLLEGE:		•	· ·	13
Bachelor of Arts	112		FACULTIES OF POLITICAL	
Bachelor of Science	6		SCIENCE, PHILOSOPHY	
		118	AND PURE SCIENCE:	
FACULTY OF LAW:			Master of Arts	407
Bachelor of Laws	134		Doctor of Philosophy	88
	01	134	Master of Laws	2
FACULTY OF MEDICINE:		٠.		497
Doctor of Medicine	73		FACULTY OF TEACHERS (
	,,	73	Master of Arts	226
FACULTY OF APPLIED SCI	ENCI		Bachelor of Science	337
Engineer of Mines	11		Bachelor's Diploma	268
Metallurgical Engineer	5		Master's Diploma	199 '
Civil Engineer	33		Doctor's Diploma	5
Electrical Engineer	17			1,035
Mechanical Engineer.	19		Total degrees and di-	
Chemical Engineer	18		plomas granted	2,221
Master of Science	29		Number of individuals	-,
mader or defendent.	- 9	132	receiving them	1,811
SCHOOL OF ARCHITECTURE	1:	-0-	College of Pharmacy:	•
Bachelor of Architec-			Graduate in Pharma-	
ture	7		су	148
Certificate of Profi-	•		5,	148
ciency in Architec-			HONORARY DEGREES	6
ture	12			6
turciiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii		19		
SCHOOL OF JOURNALISM:		- 7	•	
Bachelor of Literature	24	24		
Dachelor of Enterature	24	-4		

NICHOLAS MURRAY BUTLER,

President

November 6, 1916

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,

SIR:

The problems most difficult of solution which face Columbia College are those incident upon its continued and rapid growth in numbers. That of continuing to care for each student as an individual, which has been referred to in previous reports, has led to the appointment of four Assistants to the Dean, Messrs. Siceloff, Nelson, Fansler and Moon. These gentlemen will act as expert advisers to students looking forward to professional study in Engineering, Medicine, Business and Law. Thanks to the further provision in the Budget for 1916–1917 for additional instructors it will also be possible for another year at least to keep the separate classes and sections from growing in size beyond the limitations of effective teaching.

On the other hand, the question of physical accommodations has, for the first time since the opening of Hamilton Hall, become really acute. Next year we shall have to reclaim the quarters now occupied in that building by the College Entrance Examination Board, and even with this additional space the College classes can only just be squeezed into the class rooms at the disposal of the Registrar in Hamilton and elsewhere. For this and other reasons it is not unlikely that certain classes, or rather sections of classes, will soon have to be advanced to the hour of 8–9 a.m.

Another difficulty, less obvious but not less real, is that of private office accommodations, preferably in Hamilton, but certainly somewhere, for the increasing staff.

This is a question of twofold importance for the College. Much of our most important teaching is done, not in the class room, but to individual boys

in the teacher's study. An instructor, furthermore, who does not grow with his chosen subject soon loses his usefulness to the College. Now, unless a man has private means, he must keep his books and do his scholarly work in his office, for the simple reason that he cannot afford to rent an apartment with an additional room for the purpose. We have long since passed the stage where an instructor may count upon a room to himself, and if the crowding together has to be carried much further it will be a serious matter. At present the pressure bears very unevenly, owing to the fact that some Departments have increased more rapidly than others in staff. I should suggest that the question of office assignment throughout the University might well be made a special study by the proper authorities.

In 1905 the Faculty prescribed for all College students the completion of two sequences of study, and provided further that the choice as to the sequences to be A Single Degree selected should be conditioned by the degree for which the student was a candidate (i.e., A.B. or B.S.). At that time probably no one foresaw that this limitation would prove a decade later to be the chief factor in a decision to confer a single degree at Columbia as evidence of the completion of any approved course of collegiate study. Other factors also had their weight in the decision reached by the College Faculty on February 21, 1916, but the underlying reason was the demonstration from a knowledge of specific cases that in any institution where the individual interests and needs of students are recognized as entitled to consideration, limitations of choice based upon the fact that two or more collegiate degrees are offered becomes inevitably an artificial restriction upon the serious student. It is of interest in this connection to note that the most recent fundamental change in the educational regulations of the French Ministry of Public Instruction provides a single Baccalaureate degree for all classes of students.

For purpose of record the report of the Faculty to the University Council with regard to the adoption of a single degree is submitted herewith.

THE DEGREE OF BACHELOR OF ARTS IN COLUMBIA COLLEGE

At the stated meeting of the Executive Committee of the University Council, April 11, 1916, the following report and recommendations were concurred in by the Executive Committee, with the exception that in the opinion of the Committee, Section 2 of the Resolutions of the Faculty of Columbia College, as here contained, should be amended by striking out all after the word 'English.' In this form the report and recommendations were ordered to be transmitted to the Council for action:

From its foundation in 1754 until 1882, Columbia College conferred but one degree, that of Bachelor of Arts. Between 1882 and 1889, the degrees of L.H.B. and B.S. were conferred upon a few students, and in 1906 the B.S. was again awarded and has since then been conferred upon those students of the College who have not completed the stated requirements in either Latin or Greek. The corresponding special requirements for these students have been for entrance, Physics and Chemistry, plus two units of intermediate or advanced subjects, and the completion of an 18 point sequence in mathematics or a laboratory subject. In other words, under the present regulations a candidate for a college degree must choose between offering either a total of five years study of Latin (the number offering Greek without Latin has been negligible) on one hand; or, on the other, at least two years work in science for entrance, plus three years college work either in mathematics or in some single laboratory science.

As was pointed out in the report of the Dean of the College in 1914, the major intellectual interest of a large and increasing number of students has been in neither of these fields, the statistics of the students' choice of electives for the year 1913-14 being as follows:

Classics				77
English and Modern Languages		•	•	785
History, Economics, and Politics			•	571
Laboratory Sciences	•		•	410
Mathematics			•	167
Philosophy and allied subjects	•	•	•	410
Miscellaneous				94

For the many students whose chief interest is in English or a modern language or in the Political Science group, the present requirement, that a very considerable portion of time in school and college should be devoted to the satisfaction of one or the other of the requirements stated above, has been an onerous one, and in the opinion of the Committee on Instruction, has been without educational justification. It has doubtless deterred many desirable students from entering Columbia College, or having entered, from remaining to graduate. The operation of the regulation results in the imposition of a large number of technical entrance conditions, which have greatly added to the burden of the admissions office. Fully fifty

per cent. of the conditions now standing against the records of students are in Latin, Chemistry or Physics.

The need for greater elasticity in the technical machinery of the College has been rendered still more acute by the fact that, for the future, the School of Architecture, the School of Business and—if the resolutions how under consideration are adopted—the School of Journalism also, are to be based normally upon two years work in college. For the majority of students who wish to secure the necessary preliminary training in Columbia College before taking up work in one of these schools and to take advantage of the Columbia policy of the combined course, the present requirements impose conditions which would seem to the Committee to be unnecessarily burdensome and complicated.

After consideration of ways and means to remedy these difficulties, the Committee resolved to recommend the award of the single degree of Bachelor of Arts, rather than the retention of the B.S. with the establishment of a third collegiate degree, and for the following reasons:

In the first place a return to a single collegiate degree would be in accord with the historic policy of Columbia College. Secondly, the multiplication of baccalaureate degrees has reached absurd proportions, no fewer than forty-three such degrees being now conferred by chartered institutions in the United States. The announced policy of the Trustees is definitely opposed to such multiplication within Columbia University. Thirdly, the degree of B.S. does not stand for any particular type of training at Columbia; it is conferred by Teachers College for work in education and the various branches of practical arts; it may be conferred upon students of the College of Pharmacy; and it has just been authorized for students of Medicine and Business, without reference to collegiate residence at Columbia. Even if, within the College, the B.S. degree could be limited to students whose major interest is in Science (which is not the case at the present) it has lost whatever significance it may have possessed as a collegiate degree at Columbia.

As a result of these considerations, the Committee, on December 20, presented to the Faculty a recommendation that the College return to its original policy of conferring a single degree, and formulated certain recommendations designed to bring this about with the fewest possible changes consistent with the maintenance of the present high standards for admission and graduation. The general proposal and the specific recommendations have been thoroughly discussed at two informal meetings of the entire College staff and at two stated meetings of the Faculty. At the second of these latter, held on February 21, the subjoined resolutions were adopted upon the recommendation of the Committee on Instruction.

Under the provisions of the Statutes [Ch. III, §23], resolutions adopted by any faculty which involve a change in the educational policy of the University with respect to the requirements of admission or the conditions of graduation shall be submitted to the University Council before being recommended to the Trustees. Since the new regulations regarding the Schools of Architecture, Business and Medicine will go into effect upon July I, 1916, it seems most desirable that the resolutions adopted by the College Faculty should be made effective, if approved, at the same time, in order that the College may be in a position to carry on its work without embarrassment next fall. For this reason the resolutions are, at the suggestion of the President, referred herewith to the Executive Committee of the Council in order that they may have the consideration of that Committee in advance of the April meeting of the Council, and it is hoped, may be recommended by the Committee to the Council for approval at that meeting.

One of the effects of the new legislation will be to give greater freedom in the junior and senior year to those students whose formal training will end with College graduation. In city universities like Columbia such students are not in the majority, almost two-thirds of our graduates continuing in professional or other advanced study here or elsewhere. Their number is sufficiently large to warrant careful study, however; in each Freshman class there are probably one hundred such men. The Committee on Instruction has been directed by the Faculty to investigate and report upon the needs and opportunities of this group of students.

A year ago, while alumni and undergraduates were shouting exultantly upon the announcement that Columbia was again to have intercollegiate football, the Faculty Football was preserving a discreet silence. The older men had seen the remarkable improvement in scholarship which followed the abolition of the game ten years previously. and men who since that time had come to us from other colleges, had compared the situation here to the disadvantage of the football-ridden institutions they had left. While the Faculty recognized the intelligence of the limitations under which the game was to be resumed, and the admirable attitude toward these limitations on the part of the students, they felt that the burden of proof lay definitely upon the game. To-day, it is, I think, the general feeling that this burden has been satisfactorily borne. So far as the players are concerned, they were taught to play a clean, manly game, and to play it skilfully. Any student who reported regularly had the benefit of careful instruction regardless of his chances for 'making

the team'. The light schedule and the absence of out-oftown games made it possible for collegiate students (and eligibility was limited to collegiate students of sophomore or higher status), to maintain a satisfactory academic standing, and the few players who fell from grace cannot lay the blame for their delinquencies upon football. An important factor was the success of the experiment (it was an experiment here, although it has passed the experimental stage elsewhere), of placing the direct responsibility for a major athletic sport upon the Department of Physical Education.

With rare exceptions our athletic students are free from the assumption that the College owes something to the successful performer to be paid in greater leniency in academic requirements than is shown to other students, or even by a becoming complaisance toward 'cribbing' of various kinds. It is of the first importance that the student body as a whole and the athletes in particular should realize that to represent one's institution before the public is to enjoy a privilege and not to confer a favor.

The effect upon the student-body at large was on the whole a good one. Most of the students recognized the sport for what it is—an excellent game to play, an interesting one to watch, a fine rallying point for the development of college loyalty and enthusiasm—but not a form of religion. Nothing happened last year to endanger the excellent reputation of Columbia College for its ability to get under way promptly at the opening of the term, and the inability to do this is perhaps the greatest evil at those institutions where the attitude toward football is essentially devotional.

The only danger, and this will cease to be a danger when clearly recognized, is a tendency toward conventionalization of thought on the part of the students as to the relative values of the different elements in college life. With the return of football the students who seem inclined to appraise these values in the terms of college life as it has developed elsewhere have apparently increased in number, certainly their voices are more often heard. If Columbia College is to play its part, it seems to me, its students must be prepared to serve it with

their eyes open to recognize the wide differences between the environmental conditions, social, intellectual and physical, here and those at institutions of the more conventional type. They must recognize that the presence or absence of football is an incident and not a controlling factor in the situation.

The most important fact in the life of Columbia College is its membership in Columbia University. Assuming, and I think the assumption has been proved to be a fair one, that the College maintains its individuality in the midst of the complex

life of this great institution, the advantages which a student of real ability and intellectual interests can enjoy are inestimable. In former reports, I have tried to show different aspects of the inter-relationship between the College and the University. During the year just closed, two new factors have been introduced by University legislation. After 1918 the College will furnish two years of preliminary training for the professional courses in Journalism instead of one, as at present, and a similar minimum of college preparation has been prescribed for entrance to the newly established School of Business. This will bring the College into close and, it is hoped, mutually helpful relations with the two youngest members of the University family. Recent changes in the regulations at Teachers College have, in effect, restored to our seniors the privilege of taking a professional option in Education.

It may be of interest at this time to show in some detail the importance of the College as a 'feeder' for the University Faculties of Political Science, Philosophy and Pure Sciences.

In the following table the first figure represents the total number of the higher degrees granted to men and the second figure the number of those who are graduates of Columbia College. (The A.M. figures for 1915-1916 do not include Teachers College.)

	1900-	1901	1905-	1906	1910-	1911	1911-	1912	1913-	1914	1915-	1916
A.M. Ph.D.	78	16	125					30 6		41	216	26
Pn.D.	24	3	37	5	72	7	00	0	51	4	67	12

Since the first award of a Columbia degree with honors, in 1911, thirteen of fifty-five honors graduates have received higher degrees, and nineteen have been awarded appointments as scholars and fellows. One of our recent honors men will be the new Rhodes Scholar at Oxford University from New York State.

The new year will bring striking changes in the make-up of the Faculty. The retirement of Professor Cohn, one of our oldest and best loved members, has neces-The Faculty sitated an entire reorganization of the College work in Romance Languages. Professor Loiseaux leaves us to take charge of the undergraduate work at Barnard College, and Professors Jordan and Fontaine are also withdrawing from service in the College. To fill these vacancies. Professor A. G. H. Spiers has been called to Columbia from Haverford, Mr. E. I. Fortier has been promoted to an Assistant Professorship, and two new instructors have been called. Mr. Robert E. Rockwood, from Harvard University, and Mr. G. T. Wilkinson, from the State School of Mines of Missouri. The tragic death of Professor E. V. D. Robinson. after only a few weeks' service, created a vacancy in the Department of Economics which has been filled by the appointment of Professor H. A. D. Chandler, formerly of the University of Arizona. Professor Chandler succeeds Professor Seager as a voting member of the Faculty, and it is appropriate in this place to record the appreciation of his colleagues for Professor Seager's long continued interest in the College, and his valued services both as a teacher and counsellor. To our great regret Professor Carl Van Doren has also retired from the Faculty in order to take up the head-mastership of Brearley School.

Respectfully submitted,

FREDERICK P. KEPPEL,

Dean

June 30, 1916

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University, SIR:

I have the honor to present the Annual Report for the Law School for the academic year ending June 30, 1916.

Registration The registration of students for the year was as follows:

Candidates for Master of Laws	8
Third year class	124
Second year class	175
First year class	163
Non-matriculated students	64
Total	534
Summer Session	84
Less duplication	70
Grand Total	548

During the academic year the degree of Bachelor of Laws was awarded to 135 candidates and the degree of Master of Laws was awarded to one candidate. Of the non-matriculated students thirty were holders of college or university degrees and a number of others were members of the bar of their respective states who under our rules of admission were permitted to register for selected courses in law without reference to the award of any degree.

The burden of a serious loss was cast upon the school by the retirement during the year of Professors Burdick, Kirchwey, Redfield and Reynolds. During the summer of 1915 Professor Kirchwey announced his retirement in order to take up more actively the problems of prison management and prison reform in which he had become increasingly interested in recent years. Professors Burdick and Redfield had reached the age when, under the statutes of the University, they were privileged to retire and availed themselves of that privilege. Owing to the steadily increasing pressure of professional engagements Professor Reynolds for some years had been unable to carry on his regular work in the Law School. The University was therefore compelled reluctantly to acquiesce in his request that he be relieved from his academic duties.

Professor Kirchwey was appointed to his professorship in 1891 and was Dean of the Faculty of Law from 1901 to 1910. Professor Burdick was called from the Cornell University Faculty of Law in 1891 and Professor Redfield from the same faculty in 1901. The terms of service of these professors have thus covered the entire period since the reorganization of the school under the leadership of Dean Keener in 1891. All are men of exceptional gifts and attainments and during the long period of their connection with the University they have rendered services to the University for which it will long remain in their debt. The alumni and friends of the school have learned of their retirement with genuine regret—tempered only by the realization that it comes as an honor and a privilege well earned by long years of devoted service.

In anticipation of these changes which were to be expected in the natural course of events our teaching staff had previously been strengthened by the addition to it of Professor Gifford and of Mr. Glenn as a special lecturer. During the year also the appointment of Professor Underhill Moore to a professorship of law was announced. Professor Moore graduated from Columbia College in 1900 and from Columbia Law School in 1902. He was appointed Professor of Law at the University of Wisconsin in 1908 and was called to the Chicago University Law School in 1914. He has taught in our Summer Session on several occasions with marked success. He has thus had wide experience as a law teacher in the course of which he has won

a deserved reputation as a sound lawyer and capable teacher. Mr. Garard Glenn, who as a special lecturer promptly won the confidence and inspired the enthusiasm of his students, has also been appointed to an associate professorship.

Pursuing what I believe to be a wise and far-seeing policy Columbia has called to the service of the Law School several of its brilliant young graduates. During the past year Young B. Smith, Georgia A.B., Columbia LL.B., was appointed an assistant professor of law, devoting his full time to his professorial duties, and Vance Hewitt, Missouri A.B. and Columbia LL.B., Arthur H. Kuhn, Columbia A.B. and LL.B., and Harold Medina, Princeton A.B. and Columbia LL.B., were appointed special lecturers. Professor Smith has been teaching law successfully in the Atlanta Law School and Messrs. Hewitt, Kuhn and Medina have during the past year given successfully several courses, in the emergency which arose with the retirement of Professors Kirchwey and Redfield.

Such extensive changes in the personnel of the teaching staff have necessarily resulted in changes in the distribution of the courses among the several instructors.

The law courses in the School of Journalism heretofore given by Professor Gifford will be given by Professor Young B. Smith, thus enabling Change in Distribution of Courses

Professor Gifford to devote his entire time to courses offered in the Law School. Professor Burdick's courses in Sales, Negotiable Paper and Partnership will be given by Professor Underhill Moore who will also give the course in Agency heretofore given by Professor Gifford. The course in Torts will be given by Professor Young B. Smith who will also give the course in Carriers, formerly given by Professor Reynolds. All of the property courses will be given by Professor Abbott who has for a number of years given a part of this work with such conspicuous success. The course in Common Law Pleading will be given by Professor Gifford who will also take the course in Wills formerly given by Professor Redfield. The remaining courses in Pleading and Practice will be given by Mr. Hewitt and by Mr. Medina. Mr. Medina will give a course in Code Pleading and Practice with particular refer-

ence to the New York Code in which attention will be especially directed to the drafting of pleadings and practice papers and Mr. Hewitt will offer a course in Equity pleading and practice with especial reference to practice in the Federal Courts. The course in Equity I and Suretyship will be given by Professor Glenn who will continue to give the courses in Insurance and Creditors' Rights as heretofore. The course in Conflict of Laws will be given by Mr. Kuhn.

Such an extensive redistribution of courses has required much anxious consultation on the part of the faculty and it has been made only after a thorough study of the situation and with the single aim of making the teaching capacity and special knowledge of the several instructors more available to our students, and in the hope, which we believe will be realized, that the work of the school as a whole will be made more scholarly and effective.

In previous reports I have referred to a provision of the Rules of the Court of Appeals which in effect discriminated against the candidate for admission to Status of "Combined the bar who had pursued the "combined Course" Graduates course" of liberal and professional instruction, by requiring them to qualify as non-college graduates in applying for admission to the bar in the State of New York. I am happy to be able to report that this provision of the rules has been so amended by the Court as to place the graduate of the combined course of liberal and professional studies on the same basis as other college graduates so that the graduate of the combined college and law school course as it is now established at Columbia and other Universities may take his bar examinations and be admitted to the bar immediately on the completion of his law school course.

An administrative measure of some importance was the adoption during the past year by the University Council of resolutions whereby the administration and award of the Master of Laws degree was delegated wholly to the Faculty of Law instead of remaining under the jurisdiction of the Faculty of Law and Faculty of Political Science as had formerly been the case.

This change it is believed will prove to be one more of form than of substance. The intimate and cordial relation existing between the two faculties will continue to make effective the influence of the Faculty of Political Science in all matters touching the educational policy of the Law School. From the point of view of convenience and efficiency of administration, however, the change was a wise one and there is a strong reason, based on student sentiment, why the administration of a degree awarded exclusively for the more advanced studies in law should be awarded by the Law Faculty.

The signs are not wanting that the time has now arrived when an educational institution of the dignity and importance of Columbia may profitably direct its at-

tention to the study of law for scientific purposes with reference to ultimate law imStudy of Law for Scientific Purposes

provement rather than exclusively for professional training. By this suggestion I do not mean to intimate that the work of the better class of professional law schools is not scientific. It is distinctly so in method, and in its aims. But so long as the professional law course is limited to three years its aim must be primarily as indeed it should be the study of our law as an existing system to be comprehended through study of its historical development and the processes of orderly classification and arrangement, with reference to its underlying philosophy. In the study of law as a preparation for practice, therefore, the problem of law improvement through scientific study and by legislation and improved law administration can of necessity receive only incidental consideration. This is partly due to the limitations of time, but mainly to the fact that thorough knowledge of any system as a whole must precede any systematic attempt at its reform.

Nevertheless, it is becoming increasingly evident that our entire legal system is in the process of undergoing reëxamination in the supposed interest of reform, not always scientific and frequently undertaken by those who have no very thorough or comprehensive knowledge of it. It is important in the public interest that the leadership in this investigation should be entrusted to those whose conclusions will inspire

confidence because of their disinterestedness and because they are the product of scientific scholarship rather than to the politician and the agitator.

To be scientific such an investigation of our law must be based on an adequate understanding of economic conditions and must be carried on in comparison with other legal systems and this is the great task of legal scholarship in this and the coming generation, namely, the study of our law both historical and analytical, in comparison with other systems for scientific purposes. This is preëminently the task of the University. It cannot be carried on wholly by practicing lawyers whose energies are absorbed by the demands of clients, or by lawyers' organizations whose efforts are not likely to be continuous or systematic.

Professor John Bassett Moore, with characteristic perspicacity has prepared and submitted to his colleagues during the past year a memorandum in which Research Courses in the process the desirability of establishing re-

Research Courses in Comparative Law he urges the desirability of establishing research courses in comparative law at Colum-

bia. He points out the signs of growth of interest in the study of comparative law in the United States in recent years as evidenced by the creation of the Comparative Law Bureau of the American Bar Association; the initiative taken by the Association of American Law Schools to secure the translation of works on foreign law and legal philosophy, the development by the Library of Congress of a Library of Comparative Law, and the establishment by Congress of the Legislative Reference Division of the Library of Congress.

Important as these agencies are for the development of scientific law study in this country they cannot carry on the work systematically and as Professor Moore justly observes "It must be taken up by some institution which has the sagacious inclination and the resources to employ competent men to give to the work their time and continuous attention and to pursue it unremittingly and systematically."

This it is possible for the University to do if it is believed that the result to be attained is worth the necessary expenditure of money and effort. The result which may be reasonably foreseen is a broadening and deepening of legal scholarship in the United States with the ultimate improvement of our law, both in its content and its administration. And as is apparent from the experience of the Legislative Drafting Research Fund in the University an immediate result will be that governmental and public organizations devoted to law improvement will seek and profit by the aid afforded by research of this character.

That research courses in law would be attended by a large number of students is not to be expected, nor indeed is it desirable, for their primary aim is intensive scholarship applied to the problems of law improvement rather than professional training although an incidental benefit to be expected from them is the influence which the presence of such courses in the university may be expected to exercise upon the work of the professional law school.

Much of the discussion with reference to University courses in comparative law and jurisprudence has proceeded on the assumption that their establishment is to be brought about only by the conversion of the professional law school into a "school of jurisprudence." This suggestion, so far as it contemplates any tangible change in the program of work carried on by the professional school, is based upon ignorance of the real character of the work which it is doing. The change is one which is neither practicable nor desirable. The American law school of the better class is doing its work thoroughly and well. It has imposed upon it a difficult task with a limited time in which to perform it, but it is not ignoring scientific methods nor is it neglecting the philosophy of law. Its devotion to thoroughness and to principle rather than to the dry formalism of law might well be emulated in other branches of university study in which more pretentious claims to scholarship are made.

There is grave danger that in the effort to transform the professional law school into a school of jurisprudence we shall lose the substance of the one in grasping at the shadow of the other. Studies in comparative law and jurisprudence should be begun only after the completion of the third year

of the professional course when the student will have had the advantage of three years of thorough study of the nature and application of fundamental legal concepts. The work of the student should then consist mainly of independent investigations in its special fields under the personal guidance and inspiration of the instructor. Presumably he will be of the better class of students, generally familiar with the substance of English law and will have been trained in the scientific method of approach to the more usual legal problems. Research courses in law offered to such students by instructors who have capacity to inspire intellectual enthusiasm will undoubtedly attract a sufficient number of students of the right type and are rich in the promise of productive scholarship.

One reason why the fourth year of law offered at Columbia and other institutions has had so little relative success has been that it consists very largely of 'left over' courses which for one reason or another the student has not taken during the three years professional course which are perhaps not essential to professional practice and to which are largely lacking the kind of intellectual inspiration which will come from research courses offered in their stead having a definite aim of scientific scholarship.

In the establishment of research courses it is important that they be organized under the direction of the Faculty of Law or in close affiliation with the work of the Law School so that those giving them may receive the active aid and coöperation of those members of the faculty giving professional law courses and they may in turn feel steadily the influence of the group of men who are working primarily on the problems of law improvement. The School of Law as a professional school and a school or department of comparative law and jurisprudence ought to react on each other advantageously and they will so react if the importance of the proper relation between the two is not lost sight of.

As Professor Moore points out in the memorandum to which reference has already been made, the development of such a plan of study as is here indicated should ultimately embrace additional work in Roman Law and in the Conflict of Laws and in the jurisprudence of the countries of continental Europe and of South America. It should also include courses in English legal history and legal philosophy and in the comparative study of American and foreign legislation. They should be accompanied by the establishment of a scientific journal of comparative law in which would appear from time to time the results of investigation in these fields carried on both at Columbia and elsewhere.

The complete fulfillment of so ambitious a program would require a substantial increase in the professorial staff and large additions to the library appropriation for the acquisition of a suitable collection of books on foreign law. Columbia now offers courses in Roman Law, Conflict of Laws, Civil Law, and the History of European Law. The work in these courses has been carried on largely by Professor Munroe Smith who for many years has advocated the development of research in law along the lines here indicated, and who insists that for work in this broad field additional instruction is necessary. I take this occasion again to direct your attention to the admirable memorandum on this subject and the award of the J. D. degree which he prepared and submitted to the trustees of the university some years ago. To expand these courses adequately and to establish courses in English legal history and legal philosophy would require for the present the appointment of at least two additional instructors. The Columbia Law Review with its efficient organization and established circulation would afford temporarily if not permanently a medium for the publication of the results of the studies in comparative law and jurisprudence.

Of great assistance also in developing such a plan of study would be the judicious use of fellowships sufficient in number and amount to ensure the presence in the University, each year, of a number of graduate students of capacity, capable of carrying on research in law.

It should be noted also that Columbia has, ready at its hand, an efficient agency for the study of problems of legislation in the organization of the Legislative Drafting Research

Fund. Since its establishment five years ago it has carried on important investigations in the field of legislation, dealing with workmen's compensation laws and Legislative Drafting other labor legislation, the Research Fund laws, criminal procedure, administrative organization, constitutional law and the methods of law enforcement. In the consideration of these subjects it was found necessary to make a thorough study of foreign laws and experience before formulating legislation dealing with them. Nor should the fact be lost sight of that since its organization fifteen years ago the Columbia Law Review has carried on through its board of editors under the guidance of the Faculty of Law, research work of a high order, the importance and merits of which have received recognition both in the legal profession and in the University. The experience and practical assistance of these organizations is available and will be found to be of great assistance in the establishment of research courses in comparative law at Columbia. It is thus possible to take the first step toward the realization of such a plan as is here suggested without assuming an undue burden either of expense or organization.

The opportunity which now presents itself is, I believe, exceptional in educational history. The confusion and uncertainty of our laws are being steadily increased by the multiplication of precedents and the enormous increase in the mass of ill-considered and unscientifically drafted legislation. Relief must come, if it comes at all, through the efforts of scientific scholarship such as is most successfully fostered in the university. It may thus make that contribution to progress which should be the aim, and is always the justification of scholarship.

As Professor Moore concludes in his memorandum "The danger ordinarily inherent in such an undertaking would be the possible development of a tendency to subordinate the practical concerns of life, with which legislation must necessarily deal, to the pursuit of theories more or less fanciful. In the present plan, double assurance against the development of

such a tendency is found in the connection of the courses (I) with the law school and its professional training, and (2) with the legislative drafting work, which, being directly concerned with the reform and improvement of law through legislation, must be carried on in concert with men of affairs."

There is little doubt but that the next few years will see definite progress in this country toward the development of research in law of the character here indicated. It is for the university now to determine whether that development will take place under its auspices or through the medium of independent and less efficient agencies.

An interesting feature of the educational work of the school during the past year was the voluntary attendance by a considerable number of our students on seminars on the use of law books, conducted by the Law Librarian. It is interesting to note also, as appears from the Report of the Law Librarian, that there has been a substantial increase in the use of the Law Library by our students.

The practice adopted several years ago of appointing student moot court advisers to assist in the organization and conduct of moot courts has continued with most gratifying results. Many of the moot courts have become permanent organizations and have proved to be the most interesting of the extra class room activities of the law students. During the past year more than half of our students were members of these organizations and several times during the winter participated in arguments or trials which were often conducted with surprising skill and knowledge of court procedure considering the experience of the participants.

Following a custom established by graduating classes in recent years of presenting to the University some token of affection and respect, the class of 1916 presented to the University a portrait in oil of Class of 1916 Gift Professor Burdick, which has been suitably placed in the law library reading room.

Their gift is doubly appropriate because it not only constitutes a permanent testimonial to those qualities of mind and heart which have endeared Professor Burdick to a generation of law students but it is evidence that those qualities make their appeal to and find their reflex in our student body. It is in fact an assurance that our graduates as a whole are not carrying with them into their professional life false standards or unworthy aspirations.

Respectfully submitted,

HARLAN F. STONE,

Dean

June 30, 1916

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,

I beg leave to report the activities of the College of Physicians and Surgeons during the year ending June 30, 1916.

The plans of Columbia University to improve medical education have undergone a considerable development during the past year. An increase in the pre-medical Requirements requirement for admission to the College for Admission of Physicians and Surgeons has been determined upon, to take effect after September, 1918. Columbia is committed to the six-year combined course, and believes that the fulfillment of such an educational demand represents the maximum which should be asked of the student of medicine. The new rules do not require any more time of the student, but secure a greater amount of work during the two undergraduate years than is now necessary. This new preliminary requirement will demand of each entering student an amount of work equivalent to 72 points, as rated by Columbia College. This will place each student on the basis of work now demanded of those students who are candidates for the combined Bachelor of Science and Doctor of Medicine degrees, based upon the combined course of six years' collegiate training.

Columbia will therefore grant to every student, at the end of his second year in the College of Physicians and Surgeons, the degree of B. S. in medicine, quite irrespective of whether his pre-medical credits were secured in Columbia College or in any other approved school of arts and sciences. In addition to this increased amount of work, the prescribed content of these pre-medical years will include a considerable increase in the chemistry required. Two years' work, instead of one, will be demanded in this most important basal science, of all students entering the Columbia School of Medicine.

A second important development has been planned to take effect as soon as facilities can be developed. The addition to the medical curriculum of a fifth year has Addition of been under discussion for some time. Several Fifth Year state laws have been passed requiring an interne year in a hospital of all candidates for licensure. Columbia believes that such a year, under proper college discipline, is needed to round out the undergraduate training. This can be done by developing the system of clinical clerks of the present fourth year curriculum into a full year's course; and by easing up on the pressure of the present third year curriculum. There will result both a needed redistribution of the clinical subjects and the fulfillment of the new legal requirement of a hospital interne year of all graduates. Columbia must be ready to control at least five beds in surgery and medicine for each fifth year student before such an innovation can be begun. It is hoped that the class entering in September, 1919, will be upon the basis of a five year course, and that Columbia will at that time have a prospect of controlling a sufficient number of beds in the Presbyterian and Bellevue Hospitals, and possibly in other allied clinical institutes, to care for its fifth year students in the year 1923.

Columbia has decided also to admit women to the College of Physicians and Surgeons, as soon as facilities for their comfort and education can be secured. The College buildings do not permit of such an innovation in their present condition, if for no other reason than the lack of room to care for the increased number of students which this innovation would introduce. The College has about reached the limit of handling in an efficient manner the educational unit for which its present

equipment can suffice. It looks forward to developing in a new site and a new plant the opportunity to admit and teach a second educational unit, and the admission of women students, however desirable, must wait until that has been accomplished. The School of Medicine cannot approve of any mechanical curtailment of the number of students in a metropolitan medical center like New York, and therefore has planned a development to care for larger classes than it is possible to handle in its present plant. When this is done the admission of women students on a par with men will follow as a natural sequence. The principle is established and approved. It only remains to determine the proper time to apply it.

The proposed development of a School of Hygiene and Sanitary Science has been delayed by the lack of funds to support such a school. There is an urgent need for the courses of training in sanitary science to fit men for the duties of inspectors, of health officers and similar positions in the service of state and municipal boards of health.

Another plan to develop Columbia's activity in medical sciences has been formulated, and a school of Dentistry will be added to the University, in intimate relation School of with the College of Physicians and Surgeons. Dentistry The Columbia course in dentistry will be a four vear course, of which the first two will contain the same work in Anatomy, Chemistry, Physiology, Bacteriology, Pharmacology, Pathology, Medicine and Surgery as may be given to the students of medicine. The requirements for admission will be identical in dentistry with those in medicine, and the students in both groups will be taught together in class room and laboratory. The dental students will begin, in these early years, to specialize in acquiring the technical skill required in their work, and will devote the last two years of their course exclusively to training in the branches of mechanical, medical and surgical dentistry. The beginning of such a school on a university basis must of necessity be small, and it is expected that it will be opened not later than the fall of 1917.

The development of the plan for rebuilding the College of Physicians and Surgeons in connection with a new Presbyterian Hospital has been delayed for lack of New Medical funds to enable Columbia to meet its share Center of the cost. The organization which should be contemplated for the building of this medical center may be described as follows: The new school of medicine will include all the laboratory departments which it now has, built to accommodate a second educational unit, the accession of which the recent experience of the school would lead one to expect as a normal growth of the near future. Facilities for a School of Hygiene and a School of Dentistry would be added. This group of buildings would differ in no fundamental particular from the present one, except as to size and increased room for all departments. The development of the Clinical Departments will show the greatest advances over any which the school now possesses. The organization of a clinical medical center for teaching must be planned upon entirely new ideas and on a larger scope than has ever been attempted before, at least in New York. The old idea is still accepted, that a general hospital for medical, surgical and obstetrical cases and for sick children with a dispensary service caring for the specialties of medicine, and for lesser surgical and medical ailments, forms a complete teaching unit for a university school of medicine. This idea must be modified to meet modern demands upon the hospital, both as an instrument for teaching in the medical school and as an institution for service to the sick and injured members of every class of the community.

The teaching must be improved by giving to every specialty of medicine not only its department in the dispensary for ambulatory patients, but also its wards for the severely ill, and its laboratory equipment for diagnosis and research. The modern hospital furnishes in greater or less completeness a machine for the diagnosis and treatment of disease. But the modern hospital, and even the newest and the best equipped are no exception, has limited its usefulness to two fields of work; it cares for the very poor in its out-patient and its

ward services, either at a nominal cost to the patient, or entirely free. And, secondly, it cares for the rich in the private patient pavilion of the institution, where no expense is spared to arrive at a diagnosis and to effect a cure; and full fees are collected for the service rendered. The modern hospital either neglects the large class of self-respecting citizens who are self-supporting on a moderate income or it compels them to submit to charity service or to, for them, extravagant charges. These deserving persons cannot avail themselves, when ill, of the advantages for scientific diagnosis and treatment which can be secured through the cooperation of the laboratory and clinical workers of a large modern hospital, on any rational basis of paying for the service rendered.

The social service of modern hospital work should include every rank of society, which must be classified for the purpose entirely on a financial basis; and the Diagnostic proper development of a hospital center must Clinic furnish for everyone who seeks it, not only the opportunity for scientific diagnosis and treatment, but also must furnish it at a cost which shall be within that patient's means. This necessity is leading to the establishment of a new department in certain hospitals which is known as a 'Pay Clinic'. This new departure will be organized as an out-patient clinic, and will charge its patients a moderate fee and its physicians will receive a fair salary. Presumably it will deal both with diagnosis and with treatment, and will therefore supplant the private physician with a system of institutional practice on a basis of paid service. Such a pay clinic is sure to excite opposition from the rank and file of the profession, and not without reason. Nevertheless, some form of service on these lines is needed and is surely to be added to any properly organized medical center today. The error to be avoided is the exclusion of the family practitioner from the treatment of the case when he is capable and ready to give the necessary service. The omission in the modern system to be corrected is supplying to the patient and to the physician the scientific study in laboratory work, x-ray investigation and scientific clinical lines of diagnosis which the

family physician cannot be trained to do and which the patient cannot secure from private physicians except at an expense entirely out of proportion to his income. Such a plant should be known, not as a 'Pay Clinic', but as a 'Diagnostic Clinic', and should form the executive and distributive center of the several parts of the Clinical Medical group. Its medical function to the community should be to receive all sick and injured applicants for relief; to make as complete a diagnosis as possible, and then to refer that patient back to his family doctor for treatment, or if the patient needs hospital care, to advise such special treatment in that one of the allied institutions of the medical center as is indicated by the nature of the case. The relation of this diagnostic clinic to the professional staffs of the allied institutions should be, that every member of those staffs must be a member of the professional staff of the diagnostic clinic, and that there be no other clinical workers in this clinic. The financial relations of this diagnostic clinic should be, that every clinical worker be paid for his work, and every patient be charged a proper fee, commensurate with a modest income and with the work done to reach a diagnosis in his case.

To apply this principle of a central clinic and interdependent hospitals to the building of a medical center for Columbia and the Presbyterian Hospital, it is necessary Allied to develop the relationship of each component Institutions part to that centralizing organization. Presbyterian Hospital would continue to furnish all the ward bed service and the accessory laboratory and scientific plants for the medical and surgical departments. It would continue, as now, to do the same for the department of diseases of children, and it might add the ward and laboratory plants for any or for all the specialties of clinical medicine. Such a development would be a distinct innovation, and, it may be possible, that the Presbyterian Hospital would prefer that separate hospital organizations should be created to develop these medical specialties which are an absolute necessity of medical education. The Presbyterian Hospital would delegate all its department of admission and of allied function to

the diagnostic clinic, and would cease to operate an outpatient service, but would refer all patients needing such dispensary care to the Vanderbilt Clinic, through the distributing power of the diagnostic clinic. As already suggested. one or more new hospitals for specialties in medicine would furnish ward and laboratory services to the departments of Neurology, Ophthalmology, Dermatology and similar subjects. These hospitals also would admit and discharge patients only through the intermediary of the diagnostic clinic. A rebuilt Sloane Hospital for Women would hold the same intimate relationship to the diagnostic clinic as regards cases of obstetrics and gynecology. A large hospital for the treatment of private patients would also be built, to treat patients who could pay a professional fee. This hospital also would receive its patients through the central executive diagnostic clinic, and would furnish single rooms at moderate and at high prices, and also small wards of two to four beds, at a comparatively low rate. The rebuilt Vanderbilt Clinic would constitute a dispensary for the treatment of the poor, both those discharged from the wards of the Presbyterian Hospital and those from the Sloane and the hospitals for specialties, as well as those applying for outdoor relief. All these patients would pass through the Diagnostic Clinic, both for admission and for discharge. The Diagnostic Clinic would require for its complete organization a hospital containing observation wards and single rooms where patients might be kept for the short periods necessary to reach a diagnostic conclusion.

The clinical medical center for Columbia would consist of a central distributing diagnostic clinic and six allied hospital units: the Presbyterian Hospital, the Vanderbilt Clinic, the Sloane Hospital for Women, a hospital for medical specialties, a hospital for observation wards and a hospital for private patients.

Any organization for medical education in New York would be remiss indeed in appreciation of an opportunity if it did not consider the use of the many hospitals of the city as centers for clinical instruction. It has been one of the

greatest developments of the past ten years that so many of these hospitals have opened their wards, under the leadership of Columbia, to the admission of fourth Clinical Institutes year medical students as clinical clerks. This plan has proved a great success, but in view of the proposed addition of a fifth hospital year to the college curriculum the future demands an increased use and a more intimate relationship to certain ones of these hospital clinical units. This new curriculum will require of each student a twelve month service as a hospital interne, and the present system of clinical clerks must be expanded to lengthen the term of service and to increase the responsibilities of the clerks, so that they become the junior internes of the hospital service. The College of Physicians and Surgeons must possess the educational control of several hospital units, organized as complete clinical institutes, in order to supply a sufficient number of ward beds in medicine and surgery to instruct in an efficient manner its graduating class.

Such a clinical institute is being organized by the College at the present time in the first division of Bellevue Hospital. The trustees of that hospital have definitely determined to hand over to the three larger medical schools of the city the medical and educational control of at least three-fourths of Bellevue. The college, therefore, will possess in its division of this hospital a clinical institute which will contain a medical and a surgical service of approximately ninety beds each: a service of one hundred beds for the medical treatment of the diseases of children: a service of ninety beds for tuberculosis, and a service of thirty-six beds for diseases of the throat, nose and ear. A similar addition to the teaching facilities in Bellevue has been made also to the medical schools of the New York University and of Cornell; and this accomplished fact should point the way for other hospitals of the city to organize as clinical institutes and ally themselves to some one of the university schools of medicine in New York.

Professor Gorham Bacon has resigned as Professor of Otology after twelve years' service, during which the instruction

has been brought to a high plane of efficiency in spite of the handicap that his ward service was situated more than two miles distant from his dispensary service in the Vanderbilt Clinic. The loss of Professor Bacon's influence over the advanced classes for developing a specialty on broad lines of philosophic medicine will be felt by the school.

It is necessary to record with regret also that Professor J. Raynor Hayden has resigned at the end of the year from the Chair of Urology. This specialty is also hampered in its work because of the limitation of the work of the department to an out-door service in the Vanderbilt Clinic. Professor Hayden has held this chair, for twelve years and has proved a most popular and thorough teacher. It has not been possible to fill this vacancy up to the present time.

During the year a number of the teaching staff have been absent on leave for service in the medical corps of the European armies. The base hospitals at Jouilly and at Sens have been manned in part by officers from this College. One instructor, Dr. Fraser, resigned to answer the call of his native land for service in the English army.

The details of the publications in scientific journals of the work accomplished in medical research are recorded under the several departments below. It is a pleas-Medical ure to record here the appearance from the press Publications during the year of three more notable publications. Professor E. B. Cragin has written a text book on obstetrics which embodies the teaching of this specialty as it has been developed in the Sloane Hospital for Women. Professor I. R. Havden has published a text book which represents his personal views on his specialty and which will prove a help to future students of medicine. A new text book of pathology has just been finished by Professor W. G. MacCullum which is the result of his seven years of service in this College and is sure to prove an important addition to the list of classical text books in medical sciences.

The College appreciates fully the fact that graduate instruction should be given in the same institution, parallel with undergraduate work, but it is believed that the urgent questions now being solved in regard to the course for the degree of M.D. must be decided before any attempt is made to develop graduate work of a high grade. The plant for this development exists in the College laboratories and the extra-mural hospitals which are now allied to Columbia more or less closely.

A report is added on the noteworthy details of work in the several departments which have been accomplished during the past year.

Registration The registration at the College during the year was 554 students who may be divided into the following groups:

Fourth Year Class							72
Third Year Class .							97
Second Year Class							120
First Year Class .				•			142
Special Students (not	cand	idates	for a	degree	e) .		26
Students of the Grad	uate	Schoo	l (can	didate	s for	the	
A.M. or Ph.D. de	egrees	s) .	•		•		97
Total							554

The graduating class numbered 73 of whom 4 received their degrees the preceding fall. The number of the graduating class who had received a previous bachelor's degree was 78% of the total. The graduating class contained twelve students who were completing their education on the basis of a six or seven year professional option, which is 16% of the total number. There were 66 Juniors and Seniors of Columbia College and one Senior from Colgate University included in the above total of 262 in the first two classes. This is 25% of the total. The increasing popularity of this educational plan proves it to be a successful development in American medical education.

The Department of Bacteriology has made a prominent innovation in adding to the elective courses lectures by promi-

nent specialists, who have presented certain features of the science to the students of the course on Infection and Immunity. Doctors Noguchi, Amoss and Docher, Bacteriology of the Rockefeller Institute, and Dr. Weil of Cornell University gave special talks on the branches of bacteriology in which they are working intensively at the present time. The elective courses have attracted many undergraduate students, and also chemists, physicians and other instructors attached to other departments of this and other universities. Research has been concerned especially with syphilis and its immunilogical relations. Other studies in pneumonia and Hodgkin's disease, and on a complement fixation test for diagnosis of tuberculosis which promises to be an important addition to medicine, have been carried on by the staff and by a dozen undergraduate students.

Research in the Department of Chemistry has been continued along the lines of the chemistry of the mouth, and of the relations of oral secretions to caries of the teeth and to other dental Biological Chemistry problems. This work has led to an increasing interest of the local dental societies which contribute to the support of the research, and are also in large part responsible for the proposal to establish a school of dentistry in Columbia.

Research in the departmental laboratory and in the clinical rooms of the Department of Dermatology has been active and some twenty-five contributions have been published in medical literature. This included a presentation of a résumé on the treatment of syphilis by Professor Fordyce before the Triennial Congress of Physicians and Surgeons in Washington. During the year the department has contributed for publication purposes many photographs and scientific assistance to other investigators and authors. The department has developed a very wide and extensive influence in the local societies and throughout the country.

The Departments of Laryngology and Otology have been combined under the direction of Professor Coakley. This rational development in medical education was made possible by the resignation of Professor Bacon, already The facilities of the department for teaching referred to. have been increased by the addition to the care Laryngology of the College of the ward service in Bellevue and Otology Hospital, devoted to diseases of the nose, throat and ear. These wards and the dispensary service at the Vanderbilt Clinic will be conducted as one clinical unit, and this combination will add materially to the opportunities for elective work, for undergraduates and for advanced students. The teaching collection of the department has been enriched by the donation from Professor Bacon of the specimens, charts, lantern and lantern slides, which represent the personal efforts of Professor Bacon to provide such material

during his incumbency of the chair of Otology.

The Department of Neurology has more than doubled its attendance at the Vanderbilt Clinic over the figures of two years ago, and has taken over, with much Neurology success, the therapeutic plants devoted hydrotherapy and in part also that of mechanotherapy. conducts a subdivision on mental hygiene, psychotherapy, electrotherapy, speech re-education, and serum and organotherapy. Eight important papers have been published and there is considerable work under way. The teaching in the dispensary has been supplemented by clinics of a practical nature at the City Hospital, under the direction of Professor E. L. Hunt. Graduate work is being stimulated, and a new departure has been introduced by the offering of a course on Neuro-Anatomy and Clinical Neurology in the summer session, which will combine instructors in the departments of Anatomy and Surgery with those in Neurology. Very important additions are being made to the study collection of the newly organized neurological laboratory, both of normal types to illustrate the evolutionary history through the vertebrate phylum, and also of pathological specimens of unusual and of common disease conditions. Collaboration with other departments and with clinical foundations is being fostered, not only in teaching, as detailed above, but also in research. A very important study of epilepsy on clinical, pathological and chemical lines is being carried on by the department in conjunction with four departments of the university and with the Harriman Foundation and pathological department of Roosevelt Hospital.

The development of elective courses in the Department of Pathology has been successful, and the students have shown an increasing interest in this work. Seven such courses were offered and given and were frequently overcrowded by the attendance. The research of the year was varied in character, and will be published in a series of articles, and collected in a volume of reprints as has been the custom of the department for a number of years.

The Department of Physiology has published two volumes. (Nos. 5 & 6) of reprints formerly published, and has added some two dozen separate pieces of work to Physiology physiological and medical literature. The most notable achievement has been the development of a new form of string galvanometer for electro-cardiographic work. which is more powerful, more accurate and more convenient than any of those heretofore available. A new form of automatic camera for use in the same work has also been perfected. These Columbia instruments have been manufactured and put on the market by a professional mechanic not connected with the University. The instrument has met a ready acceptance by our colleague universities, and its appearance has been most opportune, because the regular supply from the European sources has been cut off by the war.

The Department of Practice of Medicine has carried on research on diabetes by combining the facilities of the Vanderbilt Clinic and the Presbyterian Hospital; on rheumatic fever, on mercurial poisoning, on cardiographic studies, on serum disease and allied protein reactions. Prof. Swift has continued his work on the treatment of the nervous lesions of syphilis and presented a paper on this subject before the Congress of Physicians and Surgeons in Washington. The course of instruction has not been subjected to any radical changes. The work suffers to some extent, as does that of other clinical depart-

ments, from the division of labor made necessary by the physical separation of the Presbyterian Hospital in 70th Street and Madison Avenue and the College and its laboratories and Vanderbilt Clinic in 59th Street and Amsterdam Avenue.

The Department of Surgery is carrying on some extensive researches concerning nerve anastomosis, Hodgkin's disease and post operative pneumonia. These researches Surgery conducted under the Anonymous Harriman funds, and are being collaborated in conjunction with the Departments of Medicine and Bacteriology. The department is devoting a large amount of energy to the organization of the surgical part of the clinical institute which the College is developing in Bellevue Hospital. During the past year a series of twelve lectures was given upon the subject of military surgery. Professor Walton took up the purely surgical aspects of wounds and infections which result in the course of war, and the general topics of "camp sanitation," "transportation of the wounded," "general equipment and administration of first aid stations, field hospitals, distribution hospitals and base hospitals" were presented to the students by Lieutenant Colonel Terriberry, of the state militia, and Major Wadhams and Captains Huntington and Ford of the Medical Corps of the regular army. An addition to the surgical laboratory is being built at the Presbyterian Hospital which will permit a better service in the operating rooms and add to the efficiency of the department.

The service at the Vanderbilt Clinic has continued to increase, and has far outgrown the physical equipment at the Vanderbilt Clinic service of this dispensary. Every department is overcrowded, and the staff will welcome a prospect of the rebuilding of the Clinic whenever the plans for the development of the new plant are perfected. The infirmary has more than proved its usefulness and has made possible a very important development in the operative phases of the Department of Laryngology and in the therapeutics and diagnosis of syphilis in the Departments of Neurology and Dermatology. The continuance of

the income from the East River Homes has permitted a very considerable extension of the work in tuberculosis, both in the dispensary and in the patients' homes. Work has also been supported from this source in the Department of Bacteriology, and these activities, in conjunction with the roof camp for the treatment of tuberculosis, which has been in operation for seven years, has made the Vanderbilt Clinic service for tuberculosis one of the most active and efficient in the city.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean

June 30, 1916.

REPORT OF THE DIRECTOR OF THE GEORGE CROCKER SPECIAL RESEARCH FUND

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,

I have the honor to submit the third annual report from the George Crocker Special Research Fund.

The work of the past year has been in every way satisfactory; the laboratory building is now very fully equipped; and there has been little difficulty in obtaining sufficient numbers of animals for the experimental work.

Dr. Isaac Levin, associate in cancer research, has resigned to accept an appointment as clinical professor of cancer research in the University and Bellevue Hospital Medical College, and Dr. Edward G. Cary, assistant in cancer research, also has resigned to become resident pathologist at St. Luke's Hospital.

Dr. Dudley H. Morris (College of Physicians and Surgeons, Columbia University, 1909) was appointed an assistant in cancer research from November I, 1915, and Dr. Shigemitsu Itami (Osaka Medical College, Japan, 1901), who has been working at the laboratory for some time past, was made an assistant from July I, 1916.

Since the opening of the laboratory over 10,000 microscopic sections, chiefly of tumor material, have been examined and filed for reference.

During the year the Fund received 560 mice bearing spontaneous tumors, among them a number of new and interesting types, which have been transplanted.

Owing to the conditions prevailing in London and the danger of the destruction of the laboratory of the Imperial

Cancer Research Fund by Zeppelin bombs, it was thought wise to duplicate the stock of tumors carried in that laboratory, since their loss would seriously hamper the work of the Imperial Fund. The Crocker Fund, therefore, offered to care for such tumors in New York, and the offer was accepted by Dr. J. A. Murray, director of the Imperial Cancer Research Fund. In furtherance of this plan, the Crocker Fund, therefore, received from England the following: mouse tumors Nos. 37, 63, 113, 199, 206, 630, 1030, and Twort; rat tumors 9 and 16; and cavy tumor 4, the last a rare sarcoma of the guinea-pig which had been propagated for a considerable time. All of these tumors have been successfully transplanted into American animals, though not without some difficulty, as the differences between the English and the American strains in race, diet, etc., interfere somewhat with the transplantation. These difficulties have, however, been overcome, and at present the Crocker Fund has a complete duplicate set of the tumors of the Imperial Cancer Research Fund.

Besides this important addition to the laboratory's stock of tumors whose biological qualities have been observed for many years, there are now carried at the Crocker Fund a considerable number of tumors which have been transplanted from spontaneous neoplasms obtained from various breeders. This large stock makes possible the selection of a tumor of suitable type for any phase of experimental study which is likely to be undertaken, and has greatly simplified the work of the institution.

During the year a number of so-called cancer cures were investigated, but it was shown that none possessed the slightest curative effect on tumors in animals; they can not, therefore, be expected to influence human cancer.

Subjects of Investigation

In continuation of work on the therapeutic action of radium, we have endeavored with large doses to influence a sarcoma of the guinea-pig; this is a slow-growing tumor and, therefore, more suitable for making tests of the value of this physical agent than are the tumors of mice, as the death of the animal

from destruction of its bone marrow and a consequent severe anemia and leucopenia is less likely to result. While the size of some of the tumors treated was slightly reduced, in others growth was more rapid than before, and in no case was any cure effected.

While last vear the quantitative relationships of radium to the destruction of tumor tissue were determined, as a byproduct to this investigation Dr. Frederick Prime has been able to add interesting confirmation to the work of certain zoölogists on lower animals, in showing that radium in small doses has also a distinctly stimulating effect upon mammalian cells such as occur in tumors, while large doses just insufficient to kill the neoplasm may reduce its rate of growth considerably. This explains many of the reports made by physicians treating human tumors, to the effect that a growth disappeared but returned after being quiescent for a considerable period. some of these human cases the tumors have remained latent for one or two years, only to grow later and resist any further radiumization. These experiments are thus of practical importance because they show that in treating a tumor of any size unless very large quantities of radium are used the portions of the tumor at a considerable distance from the radium may be stimulated and grow more rapidly, even though locally the tumor may diminish in size; and they point to the necessity of careful study of the nature, extent, and distribution of a human tumor before a decision is made as to whether radium can justifiably be applied therapeutically.

Despite the fact that it is becoming more and more evident, not only from our own work but also from the published reports of others, that radium can not be regarded as a satisfactory method for the cure of malignant tumors, there is no question but that it is the best palliative treatment we have in cases of inoperable primary tumors or of inoperable recurrence after previous surgical removal of the main mass of the growth. It is unquestionably possible to prolong life in a few instances and to make the patients more comfortable by the judicious and intelligent employment of large quantities of radium. On the other hand, it is equally certain

that the use of small quantities, say 20 to 50 milligrams, of radium element, in such cases often results in a rapid extension of the tumor, so that the patient's condition is worse than if he had been left alone.

One of the staff of the laboratory has employed the radium during the past year largely in the treatment of inoperable cases of human carcinoma, using the results of our investigation in the destruction of animal tumors, with very satisfactory results as regards temporary benefit, and has thus added very much to our knowledge of the clinical application of radium: but it is doubtful whether he has been fortunate enough to obtain any permanent cures. Care has been taken, however, to use the radium only in inoperable conditions.

Dr. F. C. Wood and Dr. E. H. McLean published the results of a study of the effect of the injection of phlorhizin on tumors in animals; it has been claimed that this substance has a beneficial influence: but no such result was observed.

Prof. William H. Woglom continued his experiments on the production of immunity against the implantation of carcinoma, on the relation of lymphoid tissue and induced immunity, and on the relation between the size of the spleen

and the presence or absence of tumors in mice.

Dr. Frederick D. Bullock and Dr. George L. Rohdenburg have published observations on the occurrence of sarcoma in the liver of rats bearing cysts due to a parasitic tapeworm and collected a considerable number of cases among animals received at the laboratory during the year. They are also continuing their work on the relation between irritation and cancer production and are studying certain phases of the problem of immunity against the implantation of cancer. Dr. Holland N. Stevenson, in coöperation with Dr. Frederick Prime, studied the effects of radium on cells growing in vitro, according to the methods devised by Harrison, Carrel, and Burrows, and also the effect of radiumization of tumor tissue growing in chick embryos.

Dr. Dudley H. Morris studied the Crocker Fund tumors to determine whether any of them resembled the Rous chicken

sarcoma in being transplantable by means of filtrates from the tumor cells. So far his work has been entirely negative.

The work of Dr. Robert T. Frank in studying the growth-stimulating effects of certain unknown fatty substances extractable from body tissues has been continued, and has led to very interesting observations which will ultimately be published. To assist in this work the Fund has secured the services of Mr. Paul Miller Giesy, formerly connected with the Bureau of Chemistry of the United States Department of Agriculture.

Publications

During the year sixteen papers have been published from the laboratory.

Prof. Woglom has been made associate editor of the recently established *Journal of Cancer Research*, the official organ of the American Association for Cancer Research.

During the year the Director has made addresses before the American Public Health Association at Rochester, N.Y., the American Life Convention at Birming-**Extramural Activities** ham, Ala., the Academy of Science and Art, Pittsburg, Penn., the Second Pan-American Congress at Washington, the Associated Physicians of Montclair, N. J., the Bronx Medical Society, the Long Island College Hospital, Brooklyn, and the Boston Local Committee of the American Society for the Control of Cancer, and at the joint meeting of the American Society for the Control of Cancer and the New York Academy of Medicine, and the Alumni Day exercises at the University. Prof. Woglom has spoken before the Brooklyn Institute of Arts and Sciences, the Second Pan-American Congress, and the New York State Medical Society at Saratoga Springs; and Dr. Prime and Dr. Levin presented papers at the meeting of the American Association for Cancer Research in Washington. Several members of the staff have also made presentations before the New York Pathological Society.

As during the previous year, the Crocker Fund has continued to supply tumor-bearing animals on request to accredited individuals and laboratories in different parts of the country, including the College of Physicians and Surgeons,

the Presbyterian Hospital, the Rockefeller Institute, the Johns Hopkins Medical School, the Cornell University Medical School, the Barnard Free Skin and Cancer Hospital, St. Louis, Parke, Davis and Company, and the University of North Dakota, and Dr. A. H. Thwaites of the Cancer Department of the Melbourne (Australia) General Hospital, Dr. S. A. Cunningham of Marietta, Ohio, and Dr. M. Tsurumi of Tokio, Japan.

During the year a conference was held at the Crocker Fund laboratory at which was demonstrated the various technical procedures employed in cancer research and short statements of the various lines of investigation were made. Some of the Trustees of the University and many members of the Medical and other Faculties were present. The New York Pathological Society also held a meeting at the laboratory, the program being devoted largely to phases of the cancer problem.

Respectfully submitted,

F. C. Wood,

Director

June 30, 1916

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
Sir:

As Dean of the Faculties of Political Science, Philosophy and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1916:

The tables of the Registrar's Report show that the registration under these faculties was 2,052 including the Summer Session of 1915, and that the number of de-Degrees Conferred grees conferred was: Master of Arts, 406; Doctor of Philosophy, 89. If these figures are compared with the corresponding figures for last year, 3,033, 633, and 71 respectively, it would appear that there has been a marked decrease in the number of students registered and in the number receiving the degree of Master of Arts. The decrease is explained by (1) the transfer to the Faculty of Education of all candidates for the Master's degree in Education, (2) the transfer to the Faculty of Applied Science of all candidates for the Master's degree in subjects primarily assigned to that faculty, and (3) the exclusion from the figures of students hitherto classified as 'non-matriculated'. If these changes had not been made, the figures for the current year would have been 3308, 727, and 89. It is thus apparent that the demand on the University for advanced instruction and research has not diminished.

The registration figures for the current year include only those students who have been admitted to the University under the jurisdiction of these faculties with the presumption that they will be able to fulfill the residence requirements for a degree in the minimum period. In Status of other words, every student now registered Present Registration under these faculties has been judged to have had a preliminary education equivalent to that required by the University for an undergraduate degree. Formerly students who, on account of degrees judged to represent an inferior preparation, were required to extend the period of residence beyond the minimum, and those who were admitted as non-matriculated students authorized to pursue graduate courses, were classified as registered under these faculties. Both these classes of students have been excluded from the figures and have been placed, so far as their studies are concerned, under the care of the University Committee on Admissions. Although this change may cause some temporary confusion in statistical comparisons with previous years. it should simplify them for the future. It involves in effect the exclusion of special students from the jurisdiction of these faculties and making of them a class by themselves.

There is, I believe, an advantage in this step besides that of simplicity and clearness in the statistics. As I have pointed out in a previous report our American colleges and universities have generally been organized with reference to their degree-conferring func-

tion. The demand on the universities, and especially on metropolitan universities, for instruction which does not readily adjust itself to the degree requirements has steadily grown during the past decade. The Extension Teaching Department of the University is a witness to the remarkable character of this growth. Until the establishment of schools like this department and like the Summer Session the demand for instruction of this kind has usually been met by an attempt to force the student seeking it into some conformity with the requirements for degrees. This attempt has naturally reacted upon the requirements for degrees and caused continual modification of them to such an extent as to awaken some distrust of the value of the degrees themselves. It has besides tended

to keep the university in a state of constant reformation which has not been conducive to solid and substantial progress. If the university is to maintain high standards of scholarship illustrated in the degrees it confers, it must take a position of conservative and constructive leadership and not be subjected unchecked to the demands, many of them only temporary, which are made upon it to alter its policy. Yet it should not at the same time close its doors to the public. It has to meet the double demand of public instruction and of maintaining scholarly standards, but it should meet this demand by recognizing the twofold character of it and not by meeting it as if only one problem were involved.

Now, the change in classification, on which I am commenting, seems to be a step in the direction of sound policy. By segregating the students who are inadequately prepared for full admission under these faculties and those who seek instruction without any reference to a degree, their own peculiar needs may be more effectively studied than is possible when these students are regarded as simply irregular or as constituting a demand for altering university policy. From such a study and not from the pressure of the number of such students should come the demand for university reform. Moreover, the faculties having under their control students whose previous training gives promise of generally uniform preparation are in a better position than they otherwise would be to control the requirements for degrees. They should be in a better position, too, to develop a continuous and progressive policy and to be less subject to the periodic reversals of policy which have frequently marked their deliberations.

Because the change under consideration, although of minor importance when taken alone, links itself with this larger

Position of University in Community

view of the position of the University in the community I have thought it worth emphasizing. I believe that it indicates

a line of cleavage which should mark the University as a whole. My reason for this belief I venture to state again. Such a division of labor leaves the University free to lead conservatively and constructively in maintaining high standards

of scholarship without diminishing its usefulness as an institution devoted also to public instruction. Learning is advanced neither by trying to give to every student who seeks the University a degree of some sort nor by trying to keep away from the University those students who do not meet a shifting standard of requirements. It is advanced by making the access to learning easy and the rewards of learning significant.

The plan adopted last year for controlling admission to registration under these faculties has been thoroughly successful. The Executive Committee of the Council Controlled is unanimous in the opinion that the questions Admission arising out of applications for admission have never before been so promptly and justly answered. The credit for this is due to the Chairman of the University Committee on Admissions who has personally attended to the matter and reported regularly to the Executive Committee. Since all students now apply first at his office they are directed at once to that part of the University best suited to their preparation and desires. By an arrangement to which I have already referred his Committee will have charge of the work of students not regularly admitted to these faculties, and will report from time to time on their status and progress. These reports, as already indicated, should be of considerable value to the faculties whenever they review the requirements for admission and the demands made upon them for instruction.

In my report last year I indicated four problems requiring the early attention of these faculties: (I) the relation to the Faculty of Education growing out of the agreement between the University and Present Problems Teachers College which became effective July I, 1915; (2) the relation to professional schools and affiliated institutions; (3) research in professional schools; (4) the revision of the regulations for the degree of Doctor of Philosophy. I am able to report that two of these problems, viz., the relation to the Faculty of Education and the revision of the regulations for the degree of Doctor of Philosophy have been brought to a conclusion, and that progress has been made on the others.

Prior to the current year, candidates for the Master's degree in Education were under the jurisdiction of the Faculty of Philosophy. They have now been placed Master's Degree under the Faculty of Education which has in Education been given the status of a professional faculty of the University. This change was followed by legislation placing all candidates for the Master's degree in subjects assigned primarily to the faculties of other professional schools under the jurisdiction of those faculties. The changes involved constitute a radical departure from the policy which the University has hitherto followed. That policy has been the centralized control of all work throughout the University leading to the Master's degree. This work has now been decentralized except in so far as legislation by any faculty affecting it requires concurrent action by the University Council. A change so radical was not made in haste. Although it was consummated during the current year, it has been a matter of discussion for several years. The special reasons for the change were two: (1) the importance of giving appropriate recognition and stimulus to specialized professional work and (2) the impropriety of controlling this work by faculties not immediately responsible for it. There was also a general reason. The Master's degree has come to mean formally an additional year of work supplementary and like in kind to that required for the degree preliminary to it, but it means materially a great diversity in subjects and methods. The lack of material uniformity has been a strong reason for decentralized control. In this way one of the problems growing out of the relation of the Faculties of Political Science, Philosophy, and Pure Science, not only to the Faculty of Education, but also to other professional faculties of the University, has been brought to a solution.

The other problem of immediate importance involves research work leading to the degree of Doctor of Philosophy. The direction which the solution of this problem should take has been indicated, I think, in the legislation of the current year. A department of Educational Research has been established under the Faculty of Philosophy to have charge

of the work of candidates for the degree of Doctor of Philosophy in Education. The advisability of establishing a special

Doctor's degree under the Faculty of Education was considered but was abandoned when the new regulations for the degree of Doctor of Philosophy were completed. In this way the questions arising out of the new agree-

Research Work Leading to the Degree of Doctor of Philosophy

ment with Teachers College so far as they affected these faculties were settled. This settlement indicates to my mind the method of dealing with similar problems in the future. As I argued in my report last year, the research work of the University cuts across all our faculty and departmental divisions. It should be centralized and controlled by those who are primarily interested in research and not by those who are interested in maintaining separate schools. The best method of centralized control would be, in my opinion, which I stated at the first General Assembly of the Faculties, convoked by you last fall, the creation of a research board charged exclusively with the matter. But there are reasons growing out of the history of the University and touching the personal lovalty of those who have made it what it is, which make the advantages of the immediate creation of such a board questionable. Yet even in our own present organization the equivalent of such a board exists. The Joint Committee on Instruction has ceased to be simply a clearing committee of the Faculties of Political Science, Philosophy, and Pure Science. It devotes its time more and more to the consideration of the needs and development of the research work of the University as a whole. The question of its greater effectiveness is largely a question of more adequate representation upon it of the research interests of the University generally. These interests are now all represented by departments in the Faculties of Political Science, Philosophy, and Pure Science, but this representation has not yet been employed to its full advantage. The creation of a Department of Educational Research serves as a suggestion of what might be done in other cases to make the representation of other interests more effective. With a more fully recognized representation in the faculty, more adequate representation on the Committee would soon follow. Moreover, the new regulations for the degree of Doctor of Philosophy have given to the departments much greater freedom and responsibility than they have had hitherto. That degree is the distinctive recognition of accomplished research, no matter in what department of knowledge the research has been accomplished. It can now be administered, I believe, in such a way that no department and no faculty will feel the need of another degree to mark the same recognition.

The suggestions contained in the preceding paragraph ought not to require further legislation to make them operable. They require, rather, the constructive coöperation under our existing organization of all those interested in research. In other words, the problem of research in the University has been freed from the necessity of further formal regulations and from any need of revolutionary reorganization, and placed firmly upon the basis of individual energy and mutual adjustment. It ought to be a problem of discussion no longer and be solely a problem of performance.

The relation of the University to its affiliated institutions is still under consideration. It is not so much the pressure of

Relations with Affiliated Institutions immediate problems that makes this relation a matter of importance as it is the opportunity which it opens for the future.

The close affiliation of the University with those institutions which represent the City's intellectual aspirations affords a prospect both alluring and inspiring.

The regulations governing the award of the degree of Doctor of Philosophy have now been revised after three years' delib-

Regulation Governing Award of Doctor's Degree eration and become effective with the opening of the next academic year. Their simplicity is matter for congratulation. I shall not, however, dwell on this obvious advan-

tage. The real significance of the new regulation lies in what they effect and in what they aim at. They effect the segregation of the acknowledged and approved candidates for the degree and an increased responsibility on the part of departments for maintaining high standards of productive scholarship. This

increased responsibility will serve to change the administration of the degree from a too exclusively routine application of faculty rules by the Dean, to a real executive procedure subject to the constant review of the faculties. The regulations aim at freeing both students and departments from every scholastic hindrance to the prosecution of substantial research.

The regulations governing candidacy for the degree should enable us to set apart from the large number of registered students those who have shown real capacity for original investigation. Since such investigation is the sole aim of the degree it is a waste of resources

Regulations
Governing
Candidacy

and energy to spend time on the incompetent. We should first discover the competent and then bring the resources of the University to aid them in their work. There has, however. been a tendency in our universities generally to regard work for the degree of Doctor of Philosophy as the continuation of a student's education in some special field. This is, I think, a radical error resulting in the prolongation of undergraduate methods and standards of scholarship at a time when such methods and standards should have been definitely abandoned. Students should not be admitted to candidacy for the degree because they want more education. They can get that without becoming candidates, for the University affords them abundant opportunity. They should be admitted only when they have attained independence in scholarly pursuits. The new regulations should secure candidacy of this sort and of this sort only. They should free instructors devoted to research from the necessity of teaching the unprepared and from any inclination to do so. They should create a class of students who could be associated with one another and with the University in ways which would be mutually stimulating.

The new regulations affect also an increased responsibility on the part of the departments. Departments will recommend candidates individually and state the grounds on which the recommendation is made. They will recommend similarly for the final examination. The faculties have wisely refrained from making rules which limit the freedom and responsibility of the de-

partments, but they naturally reserve the right to criticize and review departmental recommendations. The administration of the regulations should thus be governed by a healthy academic publicity. The results of experience can be turned to immediate advantage without the necessity of waiting for legislation. Responsibility for maintaining the standards of the degree has been removed from the rules and placed where it can be individually identified.

If the new regulations are to succeed in their aim, it is important that they be administered from the outset with an

Freedom in Discharge of Residence Requirements eye single to the promotion of research. To this end I regard it as fundamentally important that students should be left as free as possible in the discharge of their residence requirement. Their capacity should not be determined by their at-

tendance upon courses nor by the accumulation of academic credits. It should be determined by rigid examination or by such other similar tests as the departments find most successful. Departments need not be concerned where or how a student secures his information provided only that he has secured it. Prescription of specific courses tends to make the work for the degree a matter of the routine accumulation of credits rather than a matter of free investigation. The student's courses—exclusive, naturally, of those concerned with his researches—should be elected by him with a view to bringing him in contact with the most stimulating minds in the University, whether these courses are, or are not, immediately connected with his own investigations. He should not be allowed or encouraged to dissipate his energies by writing papers, or submitting reports in such courses, and instructors ought not to require work of this kind or waste their own time in supervising it. In short, the student should be left as far as possible to his free choice of courses, to his own decision regarding the work he cares to do in connection with them, while his research work on the contrary should be exacting and carefully supervised. As I have already said, we should not be engaged in 'educating' candidates for the degree, but in selecting them and in stimulating them to production.

In a former report I have commented on the general importance of distinguishing between University residence and

scholarly requirements for degrees. Having daily experience with the requests from even mature students to have credited to them the completion of specific courses in the expectation that they will be able later to claim recognition for

University Residence or Scholarly Requirements

their industry. I am led to believe that we must have encouraged them in this expectation. Courses under these faculties should be of two kinds: public courses, open to all properly registered students and requiring of them no obligation beyond attendance, and private courses, open only to those students who are actively engaged in the work of research. The student's residence requirement should be met by attendance on courses of the first kind and he should be charged tuition fees for them. For the second kind of course he should not be charged, but he should be excluded from them whenever he fails to comply with their requirements. Students may be expected to pay for occupying the University. They ought not to be made to pay for their contributions to knowledge. There is nothing novel in these suggestions. They embody the regular and approved practice of the oldest universities in the world. They combine that freedom in hearing and that exaction in doing which are the surest promoters of scholarship.

The interests of the students are not my sole reason for urging again the consideration of this plan. Instructors would profit equally by it. The habit of departments is to multiply courses in order to cover the field of their subjects in detail and to induce students to elect as many of these courses as possible, even when the student should be thrown upon his own resources. As a result we have too many overworked instructors, too many insignificant courses, too much changing from course to course by instructors, but too few courses which by advancing excellence from year to year give intellectual distinction to the University. The business of these faculties is not class room instruction, it is rather public presentation to mature minds of the progress of knowledge, and the promotion of original investigation among the competent.

What I have said in connection with the new regulations for the degree of Doctor of Philosophy has a bearing upon the regulations for the degree of Master of Arts, Regulations for the as administered by these faculties. These Master's Degree regulations require the completion of a certain number of courses, together with an essay, or its equivalent. As a result the degree has come to mean little more than a fifth year of college work and imposes upon these faculties the activities of undergraduate instruction. This fact raises a number of questions which the Joint Committee on Instruction have under consideration. I am not prepared to report upon them at present vet I may point out the wisdom of making a closer affiliation either with the college or with the research work of these faculties. The experience of every member of these faculties who gives instruction in Columbia College or Barnard College will support the statement that the senior year in the college is the full equivalent of the year now required of candidates for the degree of Master of Arts. Moreover, the Dean of Columbia College informs me that students in the college looking forward early in their course to the degree of Master of Arts usually complete their undergraduate studies in three years. In other words, a candidate for the degree of Master of Arts is really a senior for two years instead of one. Neither the college nor these faculties gains educationally by such an arrangement. The students undoubtedly gain by the prolongation of their studies, but whether they gain sufficiently is open to doubt. They would probably gain much more if, following the example of the combined course with the professional schools, the work leading to the degree of Master of Arts were differentiated before graduation from the college, or if it were radically changed in character and made auxiliary to research.

In conclusion, I beg to call attention to the following changes in the teaching staff which are of special significance for the work of the forthcoming academic year. The retirement of Professor Sloane has been followed by the appointment of Professor Hazen who will have charge of advanced instruction and research in the field of

Modern European History. The retirement of Professor Cohn has not yet been followed by the appointment of a permanent successor. It has seemed more advisable at present to fill his place by the appointment for short terms of scholars from France who will present to our university audiences the history and development of French civilization in its many aspects and conduct research courses in their special fields. For the coming year we are to have the exceptional privilege of having Professor Lanson with us for this purpose. A somewhat similar provision has been made in the development of the work in Spanish. The number of permanent instructors will not be at present increased, but scholars from Spain will be invited to lecture at the University for short terms. We are fortunate in securing for the forthcoming year Professor Onis of the University of Salamanca.

Respectfully submitted,

Frederick J. E. Woodbridge,

Dean

June 30, 1916

SCHOOL OF ARCHITECTURE

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
Sir:

As acting Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1916:

The total number of students registered in the School was 94. Of these, 35 were candidates for a degree, 56 were candidates for a certificate, and 3 were special Registration students who had remained under previous conditions existent in the School. In addition to these were 5 students taking the combined course who were primarily registered in Columbia College. The school, it will be remembered, no onger receives special or non-matriculated students. who form a considerable element in the registration of practically all American schools of architecture, and who were formerly admitted to our School and were included in its statistics of attendance. These special students now attend the evening courses in Extension Teaching, which duplicate or parallel the regular courses of the School and are largely under the same instructors. The total net registration in Extension Teaching courses in Architecture for the year was 189. If these students are added as specials to the total number of students registered in the School, and counted as most other schools count, the entire total of registration would be 283, which is beyond the largest registration in the history of the School, i. e., 173 in 1910-1911.

While the registration in the School proper for the year was only 94, the number of students graduated was 18, 6 with the

degree of Bachelor of Architecture and 12 with certificates of proficiency. This is well up to a record in the School. The proportion of graduates to registered students, formerly very small, in point of fact has steadily increased with increased educational standards and closer administrative control, all of which has plainly acted to the improvement of the quality and stability of the student body. The proportion, in this way, of the inefficient, who have entered the School only to drag along for a year or two and then to drop out, has been greatly diminished, and a standard has been set and recognized that both attracts and deters intending students.

Following the resignation of Austin W. Lord as Professor of Design and Director of the School, Mr. William A. Boring, a practicing architect of the City, was appointed Changes in at the beginning of the year Associate in Dethe Staff sign, with a seat on the Administrative Board of the School. Messrs. Francis A. Nelson and Harvey W. Corbett were also added to the staff in Design, in the continued absence of Mr. Maurice Prévot at the front in France. In addition, Mr. Frederick L. Ackerman was appointed Lecturer in Architecture; Mr. Claggett Wilson was engaged to assist Professor Harriman in the department of Drawing; and Mr. John C. Gregory was engaged to teach Modeling. The Provost of the University, who was already a member of the Administrative Board, by action of the Trustees at their meeting of May 3, 1915, was made Acting Director of the School and has served in that capacity during the year.

The rearrangement of the teaching force has resulted in greatly strengthening the work of the School, and particularly in the pivotal subject of Design. The work in this subject has been considerably broadened beyond its previous limits, it has been made more flexible and efficient and has been brought more closely into connection with the rest of the curriculum. Modes of criticism in this way have been completely reorganized, and the work, which traditionally is apparently not always subject to sound

teaching methods, here or elsewhere, has been brought under proper administrative control. Emphasis, furthermore, has been placed on sound design and planning, rather than on brilliancy of rendering; and the work in the various departments of ornament, graphics, construction, and drawing has been more carefully related. An important action of the Board during the year was to restore the courses in the history of architecture to their former three years' basis, to add instruction in illumination to the course in heating and wiring, and instruction in ventilation to the course in plumbing and drainage. The characteristics of the School's present system, it may be stated, is the careful coördination of all departments, and the interior coördination of the various elements of Design with one another.

The appointment by the Trustees of a Committee of Visitors for the School, which took effect at the beginning of the academic year, has proved an impor-Committee of Visitors tant step. The nine members of the Committee, three of whom were appointed on the nomination of the Alumni Assocation of the School, the New York Chapter of the American Institute of Architects, and of the Society of Beaux Arts Architects, respectively, have attended, as their engagements permitted, the judgments of the School problems in Design as a jury, and have interested themselves in a measure in the School, its methods and its work. The experiment, which has been commended by architectural periodicals throughout the country, has been of great advantage to the School, whose whole tone and esprit de corps has improved directly as a result of the participation of eminent architects in actual practice in its affairs. It is greatly desired that this Committee may be able in the future to visit the class-rooms, hear the lectures, and become more intimately acquainted with the operation of the school, in order to report to the Administrative Board such constructive suggestions and criticisms as their inspection might evoke.

The relations of the School with the Society of Beaux Arts Architects have received renewed attention during the year. After a series of conferences, it has been arranged to have hereafter six projects, instead of the usual five, so that students in advanced Design can take all of the problems in the Beaux Arts competitions. More important still is the fact that we have a voice in the character of the programs that are given out, which are arranged according to ideas of teaching conceded to be the best that have been formulated.

The conditions at hand have had a gratifying effect upon the student body. An analysis of student records during the year makes the following showing, based upon the total number of term or session marks recorded: marks of passing grade, *i. e.*, from 6.0 to 10.0, slightly under 85¾ per cent.; with a percentage of actual failures of about 13½ per cent. If there is added to this the number of absences from examinations and of debars, which are also construed as failures, this percentage would be only slightly over 14½.

A separate study of the records in Design presents the following figures: Of the total number of major problems submitted, *i. e.*, problems occupying about five weeks of the student's time per problem, over 91 per cent. were adjudged of passing grade or higher in open competition; slightly under 26 per cent. were specially commended. Of the minor problems, or nine-hour sketches, slightly under 64 per cent. were adjudged of passing grade or higher, and over 12 per cent. were especially commended. When it is borne in mind that the large majority of these judgments are attended, and at the Beaux Arts Society entirely controlled, by disinterested architects, this will seem a still better showing. This is especially true of the minor problems, which are usually a source of much difficulty to the architectural student.

Exhibits of the work of the School were made at the second annual exhibition, held in November in Washington under the auspices of the American Institute of Architects, and subsequently at Pittsburgh under the auspices of the Pittsburgh Architectural Club. The School also participated in the traveling exhibit composed of work of ten collegiate schools of Architecture under the auspices of the

American Federation of Arts, which was sent in turn to each exhibiting school. A separate exhibit of the work of the School was also sent later on by request to the exhibition held at the convention of the South Carolina Association of Architects and the South Carolina Branch of the American Institute of Architects, at Greenville, Tenn.

Two lectures were included in the program during the year: one a formal lecture by David Varon, formerly professor at Syracuse University and the University of Special Lectures Illinois: and an informal lecture at the office of Mr. Cass Gilbert concerning the new plans for the St. Louis museum development, preceded by an explanatory lecture at the New York Public Library by Mr. Thomas Hastings, a member of the Committee of Visitors of the School. Exhibits of the work of Mr. John R. Pope and Mr. Bertram G. Goodhue, both members of the Committee of Visitors, have been shown during the year in the Avery Library, where it is proposed to have an exhibition of the work of all members of the Committee, in sequence, for the benefit of the School. An important exhibition of the year in the Avery Library, intended particularly as an object lesson for the School, was that of 'good furniture', which was selected and arranged by Mr. William Laurel Harris.

A notable improvement in the physical equipment of the School has been accomplished during the year. When the School of Architecture was removed from Improvements in Havemeyer Hall to Avery, the new build-Physical Equipment ing was completed structurally, but the walls were left white above the ground floor and the valuable collection of plaster casts was not installed. These latter have been lying neglected in the basement of Avery, and the use for which they were intended was all but abandoned because of their inaccessability. These casts have now been cleaned and repaired and hung on the walls of the corridors and stairs, and the walls themselves have been painted and made available for them and for the proper display of architectural drawings. A series of color studies of ancient glass, loaned by Mr. William L. Harris, has also been attractively hung, and with the rest has completely transformed the interior of Avery Hall and materially added to the instructional facilities of the School. The indirect lighting system installed during the year in the drawing room, with proper screens to control the light, has satisfactorily solved a problem that has been the source of a great deal of trouble in the past.

Under the revised Statutes of the University, the three endowed Fellowships in the School, the Columbia Fellowship in Architecture, the McKim Fellowship, and the Perkins Fellowship, have been arranged in sequence so that one may be awarded each successive year. In order to bring about the required financial adjustment, no Fellowship award was made the present year.

The retirement of Mr. Edward A. Smith from the Avery Library, on account of a serious breakdown in health, has been a subject of great regret to the School. For over twenty-two years Mr. Smith had labored to make the library useful to the students and officers of the School, in whose affairs he always manifested a deep and sympathetic interest. It will not be easy to find another to render precisely the kind of service in which he excelled, and which was possible only for one who added to an exceptionally broad academic and artistic education an extraordinarily detailed acquaintance with the books committed to his care.

The attention of the President is called to various needs of the School, some of which should be taken into active consideration. The lack of instruction in the School in life drawing is at the present time the weakest part of the curriculum. Under present conditions fourth-year students must go to Teachers College for such instruction, which is consequently in a way outside our jurisdiction and direction, since it is primarily arranged for Teachers College students. This School is the only important school of architecture in the country that does not provide instruction in drawing from the nude model on its own premises and under its own instructor. There is available space in Avery where such work could readily be established and properly

controlled. There is also urgent need of additional instruction in water color drawing. Our students are too numerous for one instructor to care for in this subject in a proper and efficient manner. At present, the School relies upon one of the instructors in Teachers College to give instruction in third and fourth year drawing, which is not a happy arrangement, in that, as in life drawing, the School in the inclusion of this work must wait upon the instructor's appointments in Teachers College, which necessarily controls his time.

The work in architecture conducted in Extension Teaching has received during the year the close attention of the School

to which it stands in an unusually Extension Teaching intimate relation. As has already Courses in Architecture been stated, the evening Extension classes have taken over in their entirety the special students of the School. The fact that they are evening classes, further, has provided an opportunity that is being taken advantage of in increasing measure by young men who are occupied in architects' offices during the day and eagerly embrace the opportunity to study during the evening. The standard of excellence in Extension work is in every way equal to that of the School, and it is my belief that a recognized course might be advantageously established on this basis covering two years' work, with a certificate at the end of its accomplishment. This would attract more and better students and would insure a closer coördination and continuity of instruction in Extension Teaching.

It is a fact of wide application that no considerable group of students ever comes up to the standard of its best men, who are, or may be, in consequence regarded as the highest type of achievement in a particular subject. The Class A Design men in the School of Architecture represent the best work of the School, and the younger students it is well known look upon their work as the final attainable result of school instruction. We should have in the School of Architecture for these reasons some of the stronger men going through a fifth year of Design. To make this possible it would be apparently necessary to establish a number of graduate scholarships for this

particular purpose, with the ultimate idea not merely of extending to students of unusual ability the advantages of a longer period of study, but more especially of elevating the standards of the School. The newly constituted degree of Master of Science under any circumstances stands at the end of a fifth year of instruction, but under existing conditions there will evidently be but few of our own students to take it.

The inclusion of Landscape Architecture as a subject of instruction in the School has received renewed attention during the year. The subject is one of Landscape Architecture continually increasing importance in the country at large, and the professional services of landscape architects are being more frequently brought into requisition. Landscape Architecture is included in the program of instruction of many schools of architecture in the United States. There is no doubt that our School would greatly gain in educational influence by giving proper attention to this subject, which should be offered so soon as financial conditions make it possible to undertake it.

Respectfully submitted,

Wm. H. Carpenter,

Acting Director.

June 30, 1016.

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of Columbia University, Sir:

I have the honor to submit the Fourth Annual Report of the Director of the School of Journalism.

The Fifth year of the School (1916–1917) opened with 176 men and 47 women, or 223 in all, taking the curriculum prescribed for the degree of Bachelor of Literature in Journalism.

In the first year of the School there were 67 men and 12 women or 79 in all; in the second 108 men and 29 women or 137 in all; in the third year 131 men and 38 women or 169 in all; and in the fourth year with 122 men and 50 women or 172 in all. These totals include the attendance in the four year course in the School of Journalism; the five year 'combined course' in Columbia College and the first two years in Barnard.

The attendance has varied little in the past two years though the number on whom the degree of Bachelor of Literature in Journalism was conferred has increased. It was 9 in 1913, all of whom had the degree of Bachelor of Arts, in 1914 it was 15, of whom 9 had this degree, in 1915 13 in a class of 22 had the Arts' degree, and in 1916 in a class of 24, 11 had been graduated by some college. Of the remainder 11 had entered the School in September, 1912, and taken its four years' course, and two had been admitted from institutions on advanced standing. Of 71 graduated from the School in four years 42 were graduates of other colleges, admitted on advanced

standing from other institutions; at the opening of the Third year 14, and 28 at the opening of the Fourth or professional year.

In this year the work of those who have had the four years of the School and those who have had one, two, three or four years of college training come together. Those Personnel of who have been longest in the School have for the Students longest period brought to their work a professional spirit and interest. It is not surprising that these, taking up their studies in history, economics and political science and language with an assurance that these courses would be of professional value, show a more exact knowledge and in their writing a closer acquaintance with the needs of the newspaper, writing more simply, directly and with greater concision. A student will always take from a course in proportion to the attention he pays and this attention turns upon his conviction that his future in his chosen task is dependent upon the work he does. When from 80 to 90 per cent. of College graduates went into one of the three 'learned' callings, law, medicine and divinity, the college offered this precise incentive for many of its studies and all of its culture. When half of its graduates turn to 'business' in all its forms, as is true today of Eastern Colleges, this incentive is less apparent and incontestible to the student and the belief that a particular course is indispensable to the future life and career of a student is not always held with infallible certainty by his instructor.

The college students who enter the School whether on advanced standing without a bachelor's degree to the first and second years or with advanced standing with or without a degree to the third or fourth years bear witness to the harder and the sharper interest in the School of Journalism present in studies which they have taken in College, with less personal effort and a flagging attention. The teaching corps of the School bore witness last year as in previous years, to the vivid attention shown by their students in studies, like economics, which do not always quicken adolescent enthusiasm or stimu-

late adolescent discussion. Those whose task it will be to write in the newspaper the history of their own day, see that share of the history of the recent vesterday which bears on their own field with a special and personal sense of its importance. Medical Schools have already done the like for physics, chemistry and biology in College and technical schools for the exact sciences, chemistry and physics. Schools of Journalism if they are as exacting as medical schools in their basic training will have a like influence on College history, politics and economics. Where this special pressure is absent the subject rather than the student is extremely likely to be taught. There are already a certain number of students in colleges who are following certain courses in the fundamental subjects whose knowledge is necessary to the journalist with reference to entrance to the School of Journalism.

This influence will be increased when the School of Journalism two years hence begins in 1918 to require two years of college study for entrance. Its graduates will Lengthening reach the degree it gives in five years instead of of Course four from high school. In all, 42 persons have come to their work here with a bachelor's degree and have taken five or six years study, college and professional, before entering on active work. Of the remainder, 16 have been one, two, or three years at College before entering the School of Journalism and they have also had five years study after their secondary work was over. In all, four-fifths, 81 per cent., of those receiving the degree of the School or taking a part if not all the professional studies in its fourth year have taken the same number of years of study as will be the case on the 'five years' basis, with two collegiate and three professional years.

A change from a course ending in four years from the high school and one requiring five years of part high school study would not therefore have affected much over one-fifth of those who have attended the School. In journalism, as in other callings, there will probably be for years to come a difference of opinion and practice as to whether the best professional results are secured where the entire field of instruction from the preparatory stage of secondary study is dominated

by one life purpose or where an educational low pressure caisson is provided to ease the tension for from two to four years before the rigors of professional studies are endured and endured

Effect of Lengthening the Course

gladly. No one certainly, familiar with the usual attitude of the undergraduate to his studies, but has been inspired and encouraged in confidence that devotion to the things of the mind can be secured in men fresh from the high school by the experience of the past four years in the School of Journalism with studies usually deemed dull. Nothing is dull which men want to study. Nothing is interesting which is taken with a general impression that it has doubtless its unfelt worth, but that loyalty to an institution of learning is best shown by a tepid appetite, avoiding a too ardent devotion to the acquisition of knowledge.

Too early a demand for professional study backed by professional zeal has its cost. The mortality list is heavy. Many young men, who have not yet tried their powers in any but routine task-work will try professional work too hard for them and two-thirds to three-fourths will drop by the way, though all professional schools find that many are called to their work and few chosen by their final tests. A duplication of college work is inevitable since much of the primary stage of any profession overlaps the field of general knowledge. Ouestions of discipline, of standards and of method are inevitable. Each new calling as it appears has its struggle with old methods of dealing in its fundamental studies as the annals of this University abundantly show because so many new chapters have here been written in the history of technical and professional training. Professional training itself has always been handled more coherently, if its obvious needs are stressed and its foundation left to be laid on a general plan common to various callings.

The School of Journalism in passing in 1918 to a three year course preceded by a required two years of College follows a general course and accepts the traditional condition of special

studies for one calling. Such a plan, with the line sharply drawn between college and professional work, is far superior to the various methods of study for the work of the newspaper elsewhere pursued. One or two courses in the writing of technique of news and editorial and criticism in a College course will do as little as did medical, law or theological studies figuring in the close of a College course in the Eighteenth and Nineteenth centuries. Such disappear and such always will disappear.

Even four years ago, most journalists and many warmly in favor of professional training for the newspapers felt that its pecuniary returns would not justify more than Salaries Paid four years and might not reward even that. to Graduates The adequate answer is, as has been said, that three-fifths in the School of Journalism have already taken five years when they might have taken four. Economic considerations exert their inevitable influence in education as in all else. "Men will die for their country, but they will not make pig iron for their country," said Thiers of the French government shops of 1848. Martyrs every church can have during persecution; but an unpersecuted church has never had an able ministry without adequate support. Men will not pay for training in a calling unless it offers a living. In all, taking both the men who took the degree of the School and those who took its fourth year but failed to qualify for a degree by a single required course or so, about 85 men and women have left the School since the first class was graduated in June, 1913. These men have been out from three years to three months. They all hold writing posts of various orders. Three are earning from \$3,000 to \$5,000 a year, five are earning more than \$2,500 annually, eleven \$2,000, thirty from \$1,300 upwards and of the rest only five are out of work and but one of the rest is earning less than \$1,000 including those graduated in the June which closes the year covered by the report. These figures are only approximate.

Pay in all the arts of expression comes soon or not at all and early pay always shows that later rewards are less large than in callings paid little at start. No one earns as little at

start or as much at the end as a successful banker or business man. Clergymen are a notable instance of easy pay at start and hard returns at the end. This is true of journalists as well. The Director of the School may be pardoned for adding that the wedding cards he steadily receives and rejoices in show that the graduates of the School are establishing themselves quite as early as most professional men. Like figures have not been published in regard to any School of Journalism. No institution of learning can or should be estimated by the earnings of its graduates, whose work, most of all in journalism, is not to be paid or weighed by what is in the world's markets bought or sold. Yet when the training of a calling is new and only in progress in organized schools for a bare handful of years, the economic return is one of the proofs that the demands of the community for newspaper writers trained for their work open fair pay, not large but hopeful.

The United States Census returns for newspapers and periodicals in 1914 supports this by showing that the number of newspapers has not only ceased to increase but has begun to decrease. The number of workers is not growing, but the total receipts of the trade steadily grow as does the capital engaged. These economic conditions point to higher pay for the newspaper men who survive. Add to this that news is now organized and standardized as never before and it is clear that the presentation of news becomes more and more important and calls for a corresponding increase in ability, and the need for training. If newspapers and periodicals decrease, their capital and revenue increase, and as their competition grows more severe, the capacity, experience and training in the journalist will be better and better paid.

In the year under consideration, the School has added to its course one on writing on economic subjects conducted by Mr. Albert W. Atwood, whose presentation of the economics and working of current investment, banking and business has won wide attention in a number of periodicals, including the Philadelphia Saturday Evening Post.

The course in Newspaper writing conducted by Professor Franklin Matthews in the Third Year hitherto has been placed in the Second Year, beginning this form of professional work earlier in the curriculum. The other writing course in the Second Year conducted by Mr. Roscoe C. E. Brown has required more research. The constant danger of a School of Journalism is that it will forget that thorough training in the use of reference books, in the knowledge and practice of the rapid research a newspaper requires and in accuracy, precision, brevity and sustained interest are a far more valuable asset to a journalist than a smattering of 'human interest' or catching ways and methods. The successful morning newspapers in New York and in all our cities are today not those than run to mere 'interest', to casual attractions, to freaks and to fads in verse, paragraph or cartoon, but to solid serious work in the main body of the newspaper and in its supplements. This is as true of their profits as of their circulation, of their public influence as of their permanent success. Accepted in the morning field, this steadily grows more and more the rule in the evening newspaper in a number of American cities. The men who go out from a School of Journalism should be so trained that they will increase this tendency in the American press. In the monthly, a like movement has begun and the earlier traditions of the American magazine have increasing weight.

Ill health deprived the School of the services of Professor Pitkin during the last half of the year and its thanks are due to Mr. R. C. E. Brown for meeting the unexpected need at the cost of a heavy addition to his labor, borne with efficient zeal. Professor Pitkin has happily returned in full health ready to concentrate all his time and power on his most remarkable work in training the writer.

Professor Matthews gave in the Summer School his course on Newspaper English and Ethics. The attendance, the interest excited and the character and attainment of those registered for the course showed the value and demand of this new step.

I record with great regret the resignation of Miss Helen Rex Keller, the branch librarian of the Journalism Library.

Miss Keller has used the library to stimulate attention to independent reading, to furnish the required reading both of the School and a large number of Extension Changes courses and to awaken an intelligent interest and in Staff enthusiasm in the members of the School of Journalism in all the many ways open to a librarian professionally equipped, fortunate in her personality, inveterate in her industry and skilled in arousing industry, securing order and guiding the rapid research of the young journalist. The newspaper files of 2,000 volumes, the large collection of 3,000 lantern slides, the collection of 118 wall maps used by the School and the handling of envelopes from the collection of newspaper clippings used by students combine to add many labors to the management of the library, appreciated only by those versed in these tasks and have been administered by her with skill, tact and efficiency. She has shown that it is possible to give library management an atmosphere such as suggests a gracious and elevated hospitality of books and learning.

As in each of its years, the School of Journalism owes to the expert knowledge and unsparing pains of Dr. John W. Cunliffe the accurate supervision of its registry, the disposition of its schedules and hours and the general distribution of its curriculum.

Respectfully submitted,

TALCOTT WILLIAMS,

Director

June 30, 1916

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
Sir:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1915–1916.

Registration The enrollment in our four regular classes has been as follows:

	1914-1915	1915-1916
Seniors	123†	93*
Juniors	110	160
Sophomores	191	169
Freshmen	240	211
	664	633

The decrease has been due partly to the stricter administration of entrance requirements and partly to the increase of the tuition fee from \$150 to \$200, which went into effect last September.

Besides the regular students, we have had 28 matriculated specials, as compared with 32 last year, and 33 non-matriculated specials, as compared with 32 a year ago. The total number primarily registered in Barnard College has been 694, a decrease of 39 from the preceding year.

The readjustment of courses in other parts of the University has continued to reduce the number of students coming to us

[†] Including three students registered in the School of Education for the professional diploma.

^{*} Including one student registered in the School of Journalism.

from other faculties for a portion of their work. We have had 18 students from the Graduate Faculties and 46 from the School of Education. When these figures are compared with those of five years ago, 62 and 201 respectively, it will be seen that these changes have relieved Barnard from a considerable burden of instruction.

During the year we have recommended to the University for the degree of Bachelor of Arts II2 students, and for that of Bachelor of Science 6, making a total of II8, less by 3I than last year, when we graduated our largest class. Of this year's seniors, 7 received the degree cum laude, and 2 magna cum laude.

Three years ago it became apparent that we could not care for the rapidly increasing number of students applying for admission and that something must be done to cut down our numbers. The more severe and more carefully administered entrance requirements have accomplished this to some extent, and are also improving the quality of our students. The freshman class during the past year has done exceptionally good work: only two freshmen have had to be dropped for poor scholarship.

The increase in the tuition fee has also had some effect in reducing the number of new students, especially those coming from New York City high schools. We are, Scholarships however, making such generous provision for scholarships that we should soon be able to provide aid for all the really competent and deserving applicants. The total amount which the College has received under the will of the late Joseph Pulitzer is more than \$154,000. With this we have already established 30 scholarships, varying in value from \$50 to \$600, and as the income accrues we shall be able to found more. Besides those established with the Pulitzer gift, the College has 33 other scholarships and five funds for the assistance of students. The New York State Scholarships, worth \$100 a year apiece, are also held by many of our undergraduates,-157 during the past year. Our students are, therefore, fairly well provided with financial aid.

During the past year there have been two additions to our Board of Trustees, Mrs. Caroline B. Crocker and the new New Trustees

Alumnæ Trustee, Mrs. George McAneny (Marjorie Jacobi, '99), elected by the alumnæ to succeed Mrs. Herbert Parsons, whose term expired.

From the Faculty Professor Grace A. Hubbard has been absent on leave during the entire year, and also Professor The Faculty

Henri F. Muller, who is still on active service with the French Army. During the first semester Professor Frank N. Cole was on leave and during the second, Professor William P. Trent, Professor Herbert G. Lord, Professor Marie Reimer and Professor Henry R. Mussey.

For next year there have been two promotions, that of Dr. Ida H. Ogilvie from Assistant Professor to Associate Professor of Geology, and that of Dr. Harry L. Hollingworth from Assistant Professor to Associate Professor of Psychology.

The most important event of the year has been the munificent and far-sighted gift from Mr. Jacob H. Schiff of a Students Students Hall Hall, to cost \$500,000. The plans for this have been drawn by Mr. Arnold W. Brunner and Messrs. Buchman and Fox, and the corner stone was laid, with appropriate ceremonies, on Commencement Day.

The Students Hall will serve as a center for the physical, the social and the religious development of the student body. Besides providing for these very important aspects of the education of our undergraduates, it will also, so far as space allows, be a social center for all the women students of Columbia University. In the Summer Session, especially, we look forward to offering a convenient and inspiring center of social life for the three thousand and more women who attend the University.

The opening of the new hall will enable us to develop our own Department of Physical Education and to relieve Teachers College of the burden of caring for the gymnasium work of our students, borne by that institution for the past ten years in such a friendly and helpful spirit. With the coöperation of the University Medical Officer, we expect to appoint a woman physician who will have her office in the new building and

supervise the health of our students. The proper planning of our lectures, practical work, and private consultations in the new Department of Physical Education is of the utmost importance and will require long and careful consideration in the immediate future.

The removal of the class studies, reading rooms and lunch rooms to the Students Hall will release some space in our academic buildings sorely needed for additional class rooms and laboratories. This may enable us to develop our curriculum in some desirable directions—to introduce, for example, courses in bacteriology and geography. These possibilities will be taken into consideration by the Faculty next year when they resume their discussions regarding the reorganization of our curriculum.

Another generous gift received by the College during the year has been Mr. James Talcott's donation of \$100,000 for the Talcott Foundation, the income of which is to be used for religious instruction. This will enable us to develop work in religion in a way which has never before been possible. We plan for the present to engage each year one or two distinguished scholars to come as Associates in Religion and give special courses. Next year Dr. John Douglas Adam will conduct during the first semester a course in 'Some Fundamentals of Religion', and during the second semester Mr. Stuart L. Tyson will deal with the 'Life and Times of Paul'.

Besides these special courses, Chaplain Knox will continue his regular Bible course, and the extra-curricular activities under the Director of Religious and Philanthropic Work, Miss Mary A. Patchin, will be extended and improved. All this should result in the scholarly and inspiring development of a field which we have hitherto been obliged to neglect.

It happens most appropriately that we should have received at just this time a prize in Early Church History, designed to encourage students in the study of the origin and early development of Christianity. This is the Caroline Gallup Reed Prize, the income of a fund of one thousand dollars presented by Mrs. William Barclay Parsons in memory of her mother, Mrs. Sylvanus Reed, who in her lifetime did notable service for the education of girls in New York City.

The total amount of money actually received in gifts during the year has been \$326,380.50. Of this, \$100,000 was from Mr.

Other Gifts

Schiff, to provide for the first payments on the Students Hall. Besides the other gifts already enumerated, \$60,000 was added to the principal of the Henrietta Carpenter Fund, \$15,000 from Mrs. Caroline B. Crocker and \$10,000 from the estate of Mrs. Maria H. Williamson. A bequest of \$10,000 was received from a good friend of Barnard, the late Miss Anna E. Smith, and an additional payment of \$37,221.33 from the Pulitzer Estate.

Memorials have been established to two of our most brilliant graduates. In memory of Martha Ornstein Brenner, '99, her friends have founded a scholarship bearing her name. At the request of the anonymous donor, the Graduate Fellowship awarded each year to the most promising scholar in our graduating class, has been named the Caroline Duror Memorial Fellowship, in memory of Caroline Duror, 1914, a gifted holder of this fellowship, recently killed in a railway accident.

Another of our most devoted and able alumnæ, Jean W. Tatlock, '95, was also killed in an accident late in May. It is tragic that the College should have thus lost within a few months, by sudden accidental death, three of its most distinguished graduates.

The total amount paid in and pledged to our Quarter Century Fund is now about \$1,270,000. Of this about \$760,000 is for endowment. In order that we may complete the one million dollar endowment fund and receive its conditional gift of \$200,000, the General Education Board has generously granted us an extension of time for securing subscriptions. We shall vitally need this increase of endowment in order to support the expanding work made possible by our new building, and it is to be earnestly hoped that in the near future the total amount may be raised.

For several years Brooks Hall has been filled and we have been obliged to reject applicants. As soon as possible we should add one of the wings included in the original design, and put in it many small rooms at as cheap a rent as possible. Life in outside lodgings in New York City is for reasons of health and of social life undesirable for young women. The College should certainly provide as quickly as it can for the increasing proportion of its students who come from a distance and must find a residence here.

Meanwhile our enterprising alumnæ are organizing in a nearby apartment house a 'coöperative dormitory' designed for students who wish to live at the lowest possible cost and are willing to help in the household. This interesting experiment will assist a group of girls who have for the past two years been a source of concern to us—girls of small means lodging alone in hired rooms and sometimes eating very irregularly. These are often highly desirable students, excellent material from the country districts, especially State Scholars from more distant parts of New York State. If our alumnæ can help them to secure healthful, pleasant and cheap residence, it will be a real service to the College.

Another group of our alumnæ are beginning an experiment which may lead to the filling of another very real need. This is a plan for a 'Barnard Farm', near enough to New York to be cheaply and quickly accessible, and far enough to seem really 'country', where groups of our students could go for week-ends during the college year and longer visits during vacation seasons. This is as important as the 'coöperative dormitory', for if it could be satisfactorily worked out it would be of great benefit to a large number of our students in improving their physical health and also giving them opportunities for pleasant social intercourse and friendships sometimes lacking. It is to be hoped that this scheme, so rich in delightful possibilities, may develop successfully and win the necessary support.

During the past year we have been fortunate in having an exceptionally competent Student Council, under whose guid-

ance our student government has worked unusually well. The Honor System has been more definitely formulated and strictly enforced, and various other problems have been handled by the student officers with wisdom and tact.

In May, 1913, the Faculty voted to suspend for three years, beginning October 1, 1913, the right of our fraternity chapters to elect new members. Since this term will expire on October 1 next, it seemed necessary to consider this spring what further action, if any, should be taken.

Student Council expressed a desire to have the question put to a vote of the Undergraduate Association, and devised, with the approval of the Faculty Committee on Student Organizations, a plan for a meeting at which six alumnæ, three fraternity and three non-fraternity, were invited to present their views regarding social organizations in general, and at which the students might discuss the problem. Two of the fraternity chapters officially notified the Faculty and Student Council that they did not at present desire to return to the College under their former organization. This seemed to be the attitude of the chapters in general. Many of the fraternity alumnæ expressed a willingness, however, to participate in the discussion regarding social organizations, if the undergraduates desired, with a view to some constructive action, and to aid in any way they could.

At about the same time a petition signed by 445 alumnæ was sent to the Faculty, asking that the legislation against fraternities be continued.

In May, a few days after the mass meeting for discussion, the undergraduates voted by ballot on several questions concerning social organizations. There was apparently a general lack of interest in the subject, for a very small vote was cast, considerably less than half the registration. By a vote of 244 to 30 the students expressed an opinion against the existence in Barnard College of fraternities, as organized and conducted three years ago. By 158 to 104 they favored the existence of some form of organization primarily social. By varying votes they expressed disapproval of having in

such organizations the elements of national affiliation, secrecy, and 'exclusive invitation membership'.

At its meeting on May 29, the Faculty, upon the recommendation of the Committee on Student Organizations, adopted the following resolutions:

RESOLVED, That fraternities, as organized and conducted three years ago, shall not be permitted to exist in Barnard College.

RESOLVED, That, subject to the foregoing resolution, the chartering and controlling of student organizations be left to Student Council, under the supervision of the Faculty Committee on Student Organizations, in accordance with the regulations of the Charter System as they are at present or may hereafter be amended.

RESOLVED, That, subject to these restrictions and regulations, students be encouraged to experiment with new forms of social organization.

There now seems to be a fairly wide spread desire for really constructive work in the development of our social life. Various efforts will be made next year to accomplish something practical and valuable.

During the last few years considerable progress has been made in securing more helpful cooperation between Barnard College and other schools and faculties University Relations of the University. The rapid development of Teachers College has made it necessary for us to readjust our rules and relations frequently to meet the needs of its growth and change. This we have been able to do easily in a spirit of mutual helpfulness. The presence of the Dean of Barnard on the Administrative Board of the Summer Session and of the Department of Extension Teaching, and the very friendly cooperation of Director Egbert, have made it possible to adjust more effectively our relations with those branches of the University. Problems arising from our connections with the Graduate Faculties and with the School of Journalism we have also been able to solve satisfactorily. With the newly established School of Business we look forward to helpful relations. Most significant of all has been the decision of the University to open to women the College of Physicians and Surgeons. For this great service to the education of women Barnard College is deeply grateful.

A year ago I reported our experiment in special May entrance examinations for the private schools, planned with the aim of improving the articulation between the college and the school course.

This has been continued on a wider scale.

Last January the Head Mistresses Association requested Barnard College to provide in May, for the schools belonging to the Association, examinations which might be used either for tests for graduation, or for admission to college, or for both. At the same time it warmly commended the papers set by Columbia University. With the coöperation of the Director of Admissions, we were able to arrange a series of entrance examinations, beginning May 16, which were given in seven private schools and taken by 125 candidates. The results of these were on the whole very satisfactory.

Though we are glad to aid this interesting educational movement, the burden of conducting such examinations at a busy season is a rather heavy one. Should this need of the private schools for girls for a May series prove to be a pressing one, as now seems highly probable, perhaps the College Entrance Examination Board can arrange to assume the responsibility, or some joint action by several of the women's colleges may be practicable. The change from the certificating to an examining system of admissions proposed by Vassar, Smith, Mt. Holyoke and Wellesley will certainly make the problem more urgent. It is a source of gratification to Barnard College that by its experiments it has been able to contribute in some slight measure towards the solution of these educational difficulties.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE.

Dean

June 30, 1916

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University and the Trustees of Teachers College,

SIRS:

I have the honor to transmit herewith the first annual reports of the Directors of the Schools of Education and Practical Arts in Teachers College. From these reports it will be seen that in the year under review many important problems have received the attention of the Faculties. I deeply regret that, by reason of physical disability and subsequent leave of absence, I have been personally unable to do my share of the work. But the loyalty of the staff and the zeal of the newly appointed directors have left no cause for complaint, either in administrative procedure or in educational progress.

The big task of the year has been the reorganization of our work to fit the new scheme of administration as provided in the recent agreement between the Trustees of the University and the Trustees of Teachers College. The report of the Director of the School of Education tells how satisfactorily that problem has been met and solved. In my opinion, the relations between the two corporations could hardly be better than they now are. The eminent fairness of the final settlement must be obvious to all; its ultimate success depends upon the unselfish

The needs of the School of Practical Arts, as well as those of the School of Education, are briefly stated as want of room and of financial support. No department of the University is so deplorably over-crowded as is Teachers College. In buildings intended to accommodate one thousand students, we crowded in nearly three thousand

cooperation of both parties.

students during the academic year, and upwards of five thousand in the summer session. Such a condition will sooner or later injure our reputation and impose its own penalty. It is the privilege of the Trustees of Teachers College to solve this problem, and at an early date I propose to address to them a special report on the subject.

Our greatest educational problem is the one that besets every school and faculty in a university system. It arises from the fact that the interests of teachers and Educational the needs of students are not always identical. **Problems** The student enters upon a course of study for a distinct purpose. Whether his aim be merely to get the academic label or to attain distinction in professional service, he is largely self-centered. From the standpoint of the student, that teacher is most successful who can give him what he wants in the shortest and most interesting way. The professor, on the other hand, is committed, by university tradition and his own inclination, to the development of a particular field of knowledge. With the growth of departments, young instructors are called to do the routine work, and every such instructor knows that the surest way to permanent tenure is to develop a course peculiarly his own. By a process known in horticulture as "grafting," an alien "bud" is made to grow on the old stock, even to the exclusion of all other branches. In academic circles we do not speak of "grafting," but new developments on old stocks are not infrequent occurrences. If the fruit pleases students, it is safe to say that the new branch has come to stay. The so-called "routine" work of a department, that work which by common consent and faculty requirements is of primary importance to the student, is relegated to second rank in comparison with that in which the instructor is a specialist and upon which he hopes to build his reputation. It seems to me self-evident that such a process, carried to the extreme, must tend not only to incapacitate a department for good teaching, but also eventually to wreck the institution that attempts to carry the financial burden.

The antagonism between departmental and students' interests constitutes a very grave problem in university adminis-

tration. The impetus towards departmental expansion is justified on the ground that it is a university's business to increase knowl-

Departmental vs. Students' Interests

edge by research and investigation in every field. Indeed, the highest good of students, even of professional students, demands that their instructors be alive to new developments and actively participate in original research. But the fact remains that it is the natural tendency of departmental organization to expand its offering and specialize its courses beyond the immediate needs of its students and the ability of the institution to give adequate financial support.

The means provided for harmonizing these conflicting interests is the Faculty. A faculty exists for the purpose of safeguarding students' interests and defining stu-Harmonizing dents' needs. It does not necessarily include all Influences officers of instruction, nor need it directly in-

clude all departments, but it should be fairly representative of all that the institution has to offer. It is made up of teachers who also belong to departments and are, perforce, acquainted with departmental ambitions; its members should also stand in close touch with students and be intelligently interested in what students are doing to-day and what they will be doing to-morrow. A faculty so constituted is in a position to deal justly between students and departments. It follows, therefore, that a faculty so constituted should have large powers over both students and departmental officers.

A voung school, while it is still growing, may expand unilaterally without doing much harm. A few inches' increase in stature one year may be offset by

excessive girth-development another year. But when an institution approaches maturity, it

Development of Faculty Control

may not safely disregard the equilibrium. In my judgment, therefore, the best thing that Teachers College can do in the next few years is to develop faculty control in a way that shall safeguard the professional interests of our students and at the same time give reasonable assistance to investigation and research in every department capable of making good use of the support given to it. We shall watch closely the operation of those University schools that now are under the control of administrative boards. It may be that eventually, if our teaching staff continues to increase, we shall have need of a smaller governing body comparable to the selected group that comprises the Faculty of Columbia College; or even of a yet smaller group comparable to an administrative board. Meanwhile, our business is largely conducted by the recently constituted Executive Committee of the Faculties, an excellent arrangement for the despatch of business, but one that may be found wanting in legislative powers.

Teachers College has been so absorbed the last decade with the practical necessity of caring for the daily needs of its rapidly growing student body that we Reorganization have not had much time or energy left either to consider the fine points of administration or systematically to organize the ways and means of promoting scholarship. The time is coming, however, when we must economize both energy and financial resources in the interests of both professional scholarship and professional service. Little as we have done in advancing knowledge in comparison with what needs doing. I am disposed to think that our greatest task will be found in the purely professional field. While an investigator requires support, his success is a personal achievement and his fame is immediate. The success of a teacher in a professional school is marked by the achievements of his students, and his reputation is merged into theirs. Capable investigators are rare, I know full well; but excellent teachers, particularly those who are capable of filling high professional positions and still are willing to spend their time in teaching others to do what they themselves can do as well or better, are rarer still. The temptation to engage in practical professional work when the opportunity comes to put into practice what one has been teaching as a theory, is responsible for the only resignations (other than retirements) from our faculties in recent years. To yield to such temptation is human, and, indirectly, it is a testimonial

to our institutional success; but every such change increases the difficulty of maintaining a strong professional faculty. That so many of our staff have refused attractive offers to go elsewhere is a splendid tribute to their loyalty to Teachers College; and when one returns after successful service in the field, we give him the welcome due a prodigal son.

The educational situation created by the world-wide war imposes a peculiar burden upon our professional schools. If our aim to give to the world wise leaders in public education is to be fulfilled, we must adapt our work to the new conditions. No one supposes that the education of the next generation can be the same education as that which has obtained in the past. It will be a new earth, if not a new heaven, when the present conflict subsides and both belligerents and neutrals settle down to pay the costs. What will be demanded of Americans, and what we can do to protect ourselves and to promote peace on earth and good will among men, must somehow be anticipated and prepared for. It is a task such as no one now living has had to face. It is the one supreme opportunity that will ever come to us to render the highest patriotic service. To it we gladly dedicate ourselves, and promise the giving of the best that in us lies.

Respectfully submitted,

JAMES E. RUSSELL,

Dean

June 30, 1916

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR

FOR THE YEAR ENDING SEPTEMBER 30, 1916

To the Dean of Teachers College,

SIR:

I take pleasure in calling your attention to the following features of the work of the School of Education for the academic year 1915–1916:

Total number of students enrolled in the School of Education, 1,157, as compared with 1,024 for the preceding year.

The matriculated students in the summer session not in attendance during the regular year numbered 1,284. Of the total number in attendance during the academic year, 133 were candidates for the degree of Doctor of Philosophy, 521 were candidates for the degree of Master of Arts, 272 were candidates for the degree of Bachelor of Science, 77 were graduate students not candidates for degrees, and 154 were unclassified. In the preceding year there were 115 candidates for the degree of Doctor of Philosophy and 433 candidates for the degree of Master of Arts.

During the year the degree of Doctor of Philosophy was conferred upon 12 candidates, 10 of whom had taken their Master's degree at Columbia. In the preceding year 6 doctorates were awarded. For the academic year 1915–1916, 275 students in the School of Education received the degree of Master of Arts, and 336 the degree of Bachelor of Science.

Of the 731 matriculated graduate students, 154 held the degree of Bachelor of Science from Teachers College. Other colleges and universities were represented as follows: College of the City of New York, 68; Hunter, 38; Vassar, 25; Smith, 19; Barnard, 16; Wellesley, 16; Syracuse, 15; Harvard, 13; New York Uni-

versity, 12; Mount Holyoke, 10; Oberlin, 10; Princeton, 10; Missouri, 9; California, 8; Ohio University, 8; Ohio Wesleyan, 8; Adelphi, 7; Goucher, 7; Illinois, 7; Indiana, 7; Michigan, 7; Nebraska, 7; Alfred, 6; Brown, 6; Colgate, 6; Dickinson, 6; Kansas, 6; Worcester, 6.

It is interesting to note the choice of subjects other than Education pursued by the Teachers College students in other parts of the University. The following departments attracted the greatest number:

History, 68; English, 60; Sociology, 32; Psychology, 23; Economics, 21; German, 14; Social Economy, 14; Mathematics, 13; Philosophy, 10; Comparative Literature, 9; Latin, 8. Other students registered in Agriculture, Biological Chemistry, Botany, Geology, International Law, Music, Physics, Politics, Public Law, Celtic, Spanish, Zoölogy, Russian. A total of 568 class registrations represent the interest of the Teachers College students in other phases of University work.

While this statistical evidence of the very wide influence of Teachers College is most gratifying, the future may prove that one of the chief contributions of Teachers College to educational progress has been the fact that through its leadership and its pioneer work in advancing scientific methods, it has retained in the service of the teaching profession an unusual number of men of first-rate abilities who otherwise would have been drawn off into other pursuits.

No recent change in the character of the work of the College has met with greater approval than the substitution of our specialized diplomas for the previous Bachelor's, Master's and Doctor's diplomas. In our present announcement, fifty-five distinct diplomas are provided for. Moreover, the Committee on Instruction has authority to create diplomas to fit special cases. It is evident that we can thus adjust the work of the School of Education to the specific needs of the public school system. That this change has met with the approval of students is indicated by the fact that many who had already taken general diplomas now wish to obtain the new specialized ones. This can be arranged by requiring the candidate to

satisfy the newly organized courses of instruction leading to the diploma desired. In this connection it has been possible to organize new courses of study particularly fitted for the training of administrative experts, rural supervisors, junior high school principals or teachers, advisers of women and girls, thus covering the problems of most immediate interest in our public schools. Brief descriptive pamphlets of such programs of study have been issued and widely circulated. It is our belief that every school system will in time train its own experts along some of these lines, and that Teachers College, here as elsewhere, is taking the lead in rendering possible the realization of this ideal.

The program of study covered by the new diplomas for advisers of women and advisers of girls is our most recent development along this line. The response Diplomas for made to this announcement has been most Advisers gratifying. Though no new courses were offered during the past year to treat of the problems of this field, vet the general program outlined was elected by a considerable For this coming year a composite course dealing with the specific problems of these advisers has been organized. The demand for the pamphlet descriptive of this program of studies has been very large. Teachers College has already sent out a number of women into such positions, and there is a constantly increasing demand on our Appointment Committee for persons trained in this line of service. The summer session has brought to us a very great number interested in this work. In connection with the meeting of the National Education Association, the national organization of Deans of Women held its meetings in the Teachers College building. The directors of the National Education Association have now before them the proposition to recognize this organization as one of its affiliated branches.

Consideration is being given to the formulation of another specialized line of work for which there is marked demand: that is, the training of social and religious workers. Most of the courses necessary for such a program are now being given in the College. One or two courses upon the condition and

nature of the immigrant elements entering into our composite modern American life, should be organized; but the other needs can easily be met by

combining into a consistent program existing courses relating to health conditions, personal and social hygiene, Training of Social and Religious Workers

play and playground activities, pageantry, the teaching of English to foreigners, the socialized school, educational sociology, religious education, the psychology of religion, and various phases of school administration especially as these relate to extra-mural conditions. Since there is a great demand from social and religious workers for specialized training, and since several of the women's colleges send more graduates into this line of activity than into public school teaching, it would seem appropriate that Teachers College should put into practice its theory of the scope of education by giving specific training along this line.

The recent University action concerning the higher degrees has been of much importance to the School of Education. The Committee on Instruction of the Graduate

Higher Degrees

Faculties has recommended an important change in the University policy. Hitherto students have matriculated for the doctorate as soon as they obtained the Master's degree or even upon beginning their graduate work. This has brought artificial pressure to bear upon graduate students to register for the advanced degree when they might have little real interest in the kind of work required for that

degree.

Under the new regulations registration will be as graduate students only, candidacy for the degree being conditioned upon whatever requirements the particular faculty may set up.

Following this action, the Faculty of Philosophy took a further step, which was peculiarly gratifying to Teachers College, in that it delegated to the College, through the recently organized Department of Educational Research, or through the Faculty of Education, the control of requirements leading to the higher degrees. In the exercise of this power the Faculty of Education last year established as requirements for the Master's degree those long in force in the Faculty of Philosophy. The action of the Faculty of Philosophy in resigning the control of the doctorate of philosophy in the field of Education to the School of Education was taken at its last meeting in the spring of 1916. Consequently the policy of Teachers College has not been fully formulated.

However, certain definite steps have already been taken. One of these of primary importance relates to admission to candidacy for the degree. By vote of the Depart-Admission to ment of Educational Research and the Commit-Candidacy tee on Instruction of Teachers College, this is now to take place only after the preliminary requirements have been met. These requirements include a written examination testing a general knowledge of the field of Education on the part of each candidate. Consequently he is expected to pass an examination in three of the four following fields: History of Education, Philosophy of Education, Psychology of Education, Educational Administration, and in the remaining field to show a satisfactory amount of advanced work. Hitherto this examination has been required preliminary to the conferring of the degree. Now it is required for admission to candidacy for the degree.

Another part of these preliminary requirements has been a practical working knowledge of German and French, which was rigidly enforced. Now this is left to the judgment of the Department of Educational Research, and that department can give such liberty of substitution as may seem advisable. At present the policy of wide freedom to offer modern European or Oriental languages has been adopted, with permission to substitute particularly meritorious work of investigation in the practical fields, in specially recommended cases.

It is hoped that through the greater freedom thus allowed, the very practical problems of professional research which demand solution can receive greater attention than would be possible were the regulations controlling such investigators formulated on the basis of the traditional academic requirements. In addition to the organization of special curricula for supervisors of rural schools and for advisers of women, and the related courses mentioned above, plans have been adopted for further development along other lines. A most important phase of the growth of public school work is the general introduction of standards of achievement that will assist in placing school work upon a scientific basis. In the development of these standards and tests and of their application to school work, the staff of Teachers College has taken a commendable lead.

To render this line of activity more efficient and to provide additional facilities for the research work of students, a special statistical laboratory is being organized. A large room, an annex to the library, is now being equipped with the necessary calculating machines, ledger typewriters, reckoning tables, and other appliances to enable the students to carry on their investigations under conditions conducive to the greatest efficiency. This laboratory will not be limited to investigations of a statistical character, but will be used for all sorts of practical experimental work. The room was equipped for service at the opening of the session in September.

Few phases of the life of the College give greater promise of expansion than that of practical field work. Until recently this was confined almost wholly to practice Practical teaching, but during the last few years it has Field Work been greatly expanded by the participation by members of the staff in educational surveys of various kinds, particularly of administration and instruction in city school systems. It is hoped that with the opportunities being presented for such investigations and the development of a scientific technic by our college courses dealing with these subjects, well-trained and experienced students can be used extensively in this work. Some progress has already been made along this line, but greater possibilities lie in the future.

The total registration for the summer session of the University was 5,961 for 1915, as against 8,023 for the session just closed. Most of the increase was in the School of

Education, of whose life and work the summer session has now come to be a distinct part. With the methods of registration used during the summer, it is impossible to tell just how many of the total mentioned took work in the School of Education. The figures for the class registration give the most definite index. The total class registration of the University was 21,602 in 651 courses; that of Teachers College was 13,930 in 270 courses. Of these, 9,417 were in the School of Education as against 6,046 in 1915. This makes the increase over 55 per cent.

It was presumed that there would be a considerable accession of numbers, owing to the meeting of the National Educa-

Problem of Conducting
Summer Work

tion Association during the week preceding the summer session. In anticipation of this, not only our course offering, but

our teaching staff had been enlarged. However, the steps taken proved quite inadequate to provide for an increase of 55 per cent, so that the class groups were very large. It is a very marked tendency of the summer session students to insist upon receiving the instruction of regular members of the staff, so that in many departments the multiplication of instructors does not greatly lighten the burden of the summer session work. Such relief as could be given by the generous employment of assistants was granted. Nevertheless, it must be recognized that the responsibility for the conduct of the summer work is a great one and constitutes a serious problem. At one given hour there were four classes, each with more than 250 students. The pressure on the physical equipment of the College was even greater than the burden of responsibility upon the staff. At several hours during the day every available room in the entire plant, including the Horace Mann School, was in use. For one of these hours we had to send classes to the Schermerhorn Building.

The fact that our buildings were not planned for any such numbers of students has rendered the problem of the physical accommodation a very serious one. Not only class rooms, but ventilation, lighting, corridor space and library facilities were more or less inadequate. The changes in the arrangement of the plant, freeing certain rooms in the Macy Building, provided a measure of relief which was most acceptable. If these rooms had not been available, our work must have broken down. But the four large laboratories vacated by this change, each seating approximately 200 students, furnished the necessary space. Should there be a similar increase next year or in a few years to come, there exists no similar possibility of relief except through addition to the plant.

The chief gains in student attendance this year were in the Departments of Educational Administration, Elementary Education, Secondary Education, Kindergarten Gains in Student Education, and the subjects of English and Attendance History, but there was a very healthful increase of attendance on the offerings of all departments. The classes providing demonstration work in method were particularly popular. Such work was offered in the secondary field in German, French, Latin, Mathematics, History and Civics, and in numerous classes in the elementary field. The Demonstration School was one of the most successful features of the summer session's work. There is a constantly growing demand for the benefits which it offers. It would seem desirable another year to expand this school; particularly is it necessary to lengthen the daily session so as to take in a portion of the afternoon or at least the noon hour, to enable summer session students who have their morning filled with other work, to avail themselves of the unique opportunity offered by this school. The number of students registered for the Demonstration School was 1,763. As a result of this, the grade and high school class rooms were crowded throughout the session with successive groups of observers. It is unquestionably true that this feature adds a very distinctive merit to our summer session and gives us an advantage over most summer schools.

In addition to a recognition of the enthusiastic and effective work of the regular members of the staff, may I express appreciation of the assistance rendered by the following visiting instructors: ELLWOOD P. CUBBERLEY, Ph.D., Professor of Education, Leland Stanford Junior.

Albert Shiels, A.M., Litt.D., Superintendent of Schools, Los Angeles, California

GEORGE A. MIRICK, Deputy Superintendent of Public Instruction, New Jersey.

CYRUS D. MEAD, PH.D., Assistant Professor of Elementary Education, Cincinnati.

Junius L. Meriam, Ph.D., Professor of School Supervision, Missouri.

ELMER A. HOTCHKISS, Assistant Superintendent of Schools, Cleveland, O. Franklin W. Johnson, A.M., Principal of the University High School, Chicago.

Joseph L. Henderson, Ph.D., Professor of Education, Texas.

STEPHEN SHELDON COLVIN, Ph.D., Professor of Educational Psychology, Brown.

JOHN B. WATSON, PH.D., Professor of Psychology and Director of Psychological Laboratory, Johns Hopkins.

HAROLD W. FOGHT, A.M., Specialist in Rural School Practice, United States Bureau of Education.

James Fleming Hosic, Ph.D., Head of Department of English, Chicago Normal College.

ARTHUR D. DEAN, Sc.D., Director, Division of Agriculture and Industrial Education, New York State Department of Education.

J. LYNN BARNARD, Ph.D., Professor of History and Government, School of Pedagogy, Philadelphia; and

DAVID S. SNEDDEN, Ph.D., who returns as a regular member of the College staff after an absence of six years as Commissioner of Education for Massachusetts.

During the summer more than twice as many students are in attendance as during the other session, and this increase of numbers promises to continue. For the most part these students are experienced teachers or administrators in responsible positions and in actual service. Consequently the summer session constitutes one of our greatest opportunities, as well as one of our greatest problems.

Respectfully submitted,

PAUL MONROE,

Director

SCHOOL OF PRACTICAL ARTS REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the Dean of Teachers College,

SIR:

I submit herewith my report for the academic year 1915–1916, ending June 30, 1916.

The total enrollment of matriculated students in 1915–1916 was 1,192, of which 1,065 were undergraduates, and 127 graduates. The latter were registered under the Faculty of Education, but their major work was in the School of Practical Arts. In addition to matriculated students, each of the technical departments of the School conducted instruction for non-matriculated students registered under the University Department of Extension Teaching. I shall consider this Extension work later in this report.

The distribution of students according to their major interests in departments of the School, was as follows:

Departmental Distribution of Students

Total freshmen and sophomores, not classified according to major interests, 324. Many freshmen are uncertain as to their major interests, but experience shows that in the junior year they are distributed among departments essentially in the proportion shown in the following table for juniors and seniors.

Total juniors and seniors whose major interests are indicated by candidacy for Teachers College diplomas, 503; distributed as follows:

Fine Arts	58
Household Arts	247
Industrial Arts	53
Music	23
Nursing and Health	65
Physical Education	57

Other undergraduates not registered as candidates for diplomas were 103 juniors, 46 seniors, and 89 unclassified. Experience shows that about one-half of these juniors may be expected to qualify during their senior year as candidates for Teachers College diplomas. Most of the 89 unclassified were interested in Industrial Arts or Nursing and Health, in both of which lines there are always mature students whose academic records are so irregular that they cannot be admitted as regular students, candidates for degrees.

It should be noted that the above departmental distribution of students according to major interests gives no accurate measure of the relative amount of instruction in certain departments, for there is considerable overlapping. For example, all freshmen and sophomores are required to take courses in Physical Education; and students of Household Arts commonly elect courses in Fine Arts and in Nursing and Health.

The number of graduate students in Teachers College with major work in Practical Arts has increased from 37 to 127 in two years. The great majority of these Graduate Students students are interested in Household Arts. and with few exceptions they are candidates for the Master's degree and the Teachers College diplomas in Teaching. The majority of these students are graduates of colleges which offer little or no undergraduate work in the Practical Arts. and hence such students must take in the School of Practical Arts certain elementary technical courses which are prerequisite to courses with graduate credit. As a result, the average graduate of the standard colleges for women devotes about one and a half years to completing the requirements for the Master's degree and the Teachers College diploma.

The School now offers for graduate credit the equivalent of 66½ full courses in technical and related educational courses Offered courses, as follows: Fine Arts, 9½; Household Arts, 26½; Industrial Arts, 9; Music and Speech, 6; Nursing and Health, 7; Physical Education, 8½. It is evident that in each of these six divisions of the School a graduate student may find his major work for the

Master's degree; in fact, the students who as undergraduates have not given special attention to the Practical Arts, find it necessary to take, on the average, seven graduate courses in technical or educational courses offered by the Faculty of Practical Arts in order to complete the requirements for the Teachers College diploma with the Master's degree. The only exception to this tendency toward concentration of work in Practical Arts is in the case of those candidates for the degree of Master of Arts who have not completed the equivalent of the required undergraduate courses in History and Principles of Education and Educational Psychology (Education A, B and 2), and who are required to elect one full course in general education under the Faculty of Education.

The growth of the graduate work in Practical Arts is developing some important problems concerning the teaching staff and equipment. This is especially true in Household Arts. In this field the graduates of our own and of similar technical schools are now prepared for graduate work, especially in research, more advanced than any we are offering. For the guidance of such advanced students the School needs one professor whose time may be largely devoted to directing, in cooperation with the special departments, research of advanced students who are competent to undertake the new problems of household arts in technical lines. In the educational aspects of Household Arts there is need of another professor whose time is largely available to direct a group of 25 or 30 graduate students who are preparing for positions in colleges and other institutions higher than the schools to which our present staff in Household Arts Education is perforce devoted in large part.

With regard to equipment for graduate work in Practical Arts, the present needs of our graduate students are well met in Nutrition, Biological Chemistry, Household Equipment Chemistry, and Household Physics, but the available laboratories and studios for graduate students in Fine Arts, Cookery, Applied Bacteriology, Nursing and Health, and

Household Administration are quite inadequate, because they are overcrowded by undergraduate students. I believe that this problem of inadequate equipment for graduate students in Practical Arts can best be solved by segregation of the younger group of undergraduate students—a proposition which I touch upon in the following paragraphs.

The largest problem that at present concerns the School of Practical Arts is that of future policy concerning the first two of the four undergraduate classes. The first four-year class was graduated in June and the School is in a position to form some conclusions concerning the 'experiment' which five years ago Teachers College announced. The results of the four-year arrangement have been, on the whole, very satisfactory to the members of the Faculty who have followed critically the first class and the succeeding classes now candidates for degrees; but some important educational and social problems have developed during the four years' existence of the School.

The chief educational problems concerning the first two years are all directly connected with the fact that the larger number of undergraduates register in the Educational Problems School with advanced standing, in general above the sophomore year. I have already pointed out that in 1915-1916 there were 324 matriculated students in the first two years and 781 in the last two years. This indicates that a large percentage of the students enter later than the sophomore year. In fact, there is a marked tendency toward increase of undergraduate students who enter at least as advanced as juniors. This is likely to continue; first, because the Committee on Admissions limits by a selective process the number of freshmen; and, second, because the majors in Education for the Teachers College diplomas in the several lines of Practical Arts are open only to students of the last two years. Naturally, this attracts mature students who aim to prepare or improve themselves for teaching or technical work in Practical Arts. Certainly this is the group of students in which the School as part of a college for teachers

should be primarily interested, and in facing the problem of overcrowded buildings we should consider the bearing of the more elementary work of the first two years upon the advanced and special work of the last two years in which the College is primarily interested.

The large group of advanced students above the sophomore year has a decided influence upon the work of the first two years, first, because the Teachers College buildings which are adapted to Practical Arts are overcrowded, except in Physical Education; and second, because the leading members of our teaching staff in technical lines have their attention largely occupied by the advanced students of the junior, senior, and graduate groups.

It seems to me that the final solution of these educational problems of the first two of the four years for the Bachelor's degree must be found either in their complete abandonment by Teachers College in order to devote all the space and in-

struction to the advanced students, or in the segregation of the instruction of the first two years in a special building and in charge of a teaching staff which is primarily interested in freshman and sophomore work. Such a segregation of freshmen and sophomores who are preparing for professional work in Practical Arts would give them essentially such a relation to the professional work of the junior and senior years as have Columbia College students of the first two years to the two professional years at the College of Medicine.

Opposed to the proposition that the first two years of the present four-year curriculum in Practical Arts should be aban-

doned by Teachers College and the University, I urge the demand for a fouryear college curriculum that combines general and Practical Arts courses. Es-

Combined Four-year General and Practical Courses

pecially is it important that the technical work in most lines of Practical Arts should begin as early as the freshman year and be carried on throughout four years. From every point of view I am convinced that there are decided advantages in a two-year general curriculum which includes the foundations of Practical Arts and which leads in the same University to a two-vear professional program with specialization in the technical and educational aspects of Practical Arts. The present arrangement of all four years under one faculty and in one building might be made satisfactory if building and equipment were sufficient. I believe that the chief advantages of a four-year continuous curriculum, leading to more and more advanced work in Practical Arts, might be obtained by separation of the first two years, as I have suggested above: but whether the students in these first two years are under the control of the teaching staff concerned with the professional work of the last two years seems to me to be of minor importance compared with the advantages of four years' continuous work in the University system. Therefore, if the building problem makes it necessary to consider the abandonment of the first two years, the authorities of Teachers College should consider whether satisfactory instruction preparatory to professional work in Practical Arts can be arranged for under the auspices of some other part of the University. The essential point is that within the University we should maintain for professional work in Practical Arts some such relation of the first two college vears as that which exists between the corresponding years of Columbia College and the professional work of the College of Medicine.

The social problems concerning the students of the freshman and sophomore years are those arising from the fact that our dormitory at Whittier Hall is best adapted to the mature students of the junior, senior, and graduate groups, and it does not seem possible to make satisfactory conditions for the young students of the freshman and sophomore years. It is the opinion of many members of our Faculty that there should be the same segregation for living conditions which I have suggested above for the educational work. The home residences of freshmen are interesting in this connection, and may have some bearing on the problem of future policy concerning the first few years. In

the freshman class of 1915-1916 there were 188 students. Their homes were located as follows: 58 in Greater New York, 36 in other parts of New York state, 36 in New Jersey, II in Pennsylvania, 8 in Massachusetts, 31 in states west and south of Pennsylvania. In short, about two-thirds of our freshmen come from homes within 200 miles of the College and more than one-half from within 40 miles. Evidently the School is meeting a local demand, one which is probably met in many states by the Practical Arts departments of the state universities. Since no other near-by college is offering the combined cultural practical curriculum it seems to me inevitable that there will be a steady increase in the proportion of local students. At first this would seem to be tending to solve the dormitory problem, but it happens that very many students from within the forty-mile zone prefer to live for part of the week, at least, in the college dormitery.

The provision in the University agreement of June 8, 1915, that "special classes or technical courses of Teachers

College may be included in the Extension Teaching of the University" has been satisfactorily applied to the School of Prac-

Extension Teaching of Practical Arts

tical Arts. During the year 1915-1916 instruction aggregating over 6,500 points has been given to non-matriculated students registered under the University Department of Extension Teaching. Most of this instruction has been given in special classes or sections at late afternoon, evening or Saturday hours: but a limited number of students whose technical preparation was equal to that of regular students were admitted by special individual permission to certain undergraduate classes in each of the six divisions of the School. In some cases, notably in Fine Arts, Extension students admitted to regular classes have proved superior and stimulating to regular students. In no known case during the vear have individual Extension students or special classes interfered with the regular instruction. Moreover, arrangements have been made whereby instruction of Extension classes in Practical Arts will not be given as extra work by instructors with full programs of regular classes; but it will be given either as a part of the standard program of regular full-time instructors or by part-time instructors engaged specially for Extension teaching. It, therefore, appears that there can be no serious reason concerning the effect of the Extension work either upon the standard of the regular instruction or upon the efficiency of the instructing staff, why the Extension work in Practical Arts should not be expanded as far as possible without interfering with the hours and equipment needed for the regular work of the School.

Respectfully submitted,
M. A. BIGELOW,

Director

June 30, 1916

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University, Sir:

I have the honor to submit below my report for the academic year 1915-1916.

The most important educational events of the year in pharmacy are the continued discussion of correct and expedient entrance requirements and the entrance of Entrance secondary public schools into the field of Requirements professional pharmacy education. The Board of Education of Detroit, Michigan, has established a high school course in pharmacy, to occupy the last two years of their four-year course. The arguments advanced in support of this action are that by the steadily extending requirement of high school graduation as an entrance requirement to American pharmacy schools, the number of matriculants is being so reduced as to result in a very inadequate supply of drug clerks. In other words, it is held that to make pharmacy a University department will defeat its object and that if it is not to be a University course, the high school is the proper place for it. The conclusive argument against the propriety of such a procedure is that it involves a misappropriation of public funds, in that the object and purpose of such expenditure is the individual, rather than the public welfare. This situation is likely to prove a potent factor in the discussion of entrance requirements that will occur at the annual meeting of the American Conference of Pharmaceutical Faculties, to be held at Philadelphia, in September. In the meantime, the Education Department of this State, acting upon a unanimous recommendation of the State Pharmacy Council, has established an entrance requirement of two years of high school work, in place of the present one year, to take effect in 1918. It is with great satisfaction that we contemplate the policy of our own school, in providing an excellent training for the ordinary pharmacy clerk, in the form of a two-year course based upon moderate entrance requirements, and also a University Course, second to no other, for those who aspire to the higher ranks of the profession and who are willing to pay the price in preliminary and professional training. We thus find, that although our attendance of the past year in the former class has exceeded all previous records, yet the ratio of University to College students shows a still greater rate of increase. But a few years since, our University class was inaugurated with two students; now they number more than 50.

More important than the increase in numbers has been the development of a new spirit among our University students during the past year. A definite and strong organization for mutual encouragement and assistance has been formed, combining the membership of all of the classes in that department. The effect upon scholarship has been conspicuous. Taken as a whole, the final averages have been decidedly higher than for any previous year and they exhibit that superiority over those of the College classes which should be expected of students so much better prepared, but which heretofore has been somewhat deficient.

With the coming session, a number of students will enter upon the fourth year of study and we shall graduate the first baccalaureates in the history of this school. The Plaut Fellowship, providing \$750 for a year's study abroad, is proving no small incentive to membership in this class, as well as to competitive effort, while the Seabury Scholarship is proving similarly stimulating to the members of the third year class.

Beginning with the coming session, our College classes are to be known respectively as 'First' and 'Second' year, while those of the University Department will bear the usual college designations. I have also to report a steady increase in the attendance of women, which has been particularly noticeable during the past year, as has been a general improvement in their scholarship. The real or supposed evils of co-education, of which we have heard so much, are here conspicuously absent. The general influence of the presence of women in the classes makes for respectful and courteous behavior, in spite of occasional exceptions to the rule.

The gradual increase in requirements for our University students, especially to admission, that has been in progress for some years, has now culminated in a permanent arrangement. Those seeking only the degree University of Ph. Ch. and who do not intend to study medicine, are admitted upon 60 counts, which may be secured at any Regents' examination. Those seeking the baccalaureate degree, or who intend to enter our Medical School, must meet the full entrance requirements of Columbia College. For the last named purpose, they must also secure sufficient additional credit to total 72 points as estimated by Columbia College, this work including first and second year College English, as well as for courses A and B in French or German. The pharmaceutical knowledge gained through such a course of study is of peculiar advantage to both the student and the practitioner of medicine.

The establishment of a course in Accounting, consisting of full courses of lectures and practical work, is an important event in our development. Peculiar difficulties were encountered in accomplishing this result.

Owing to a combination of causes and conditions, the proposition met with strong and energetic opposition from the students, and considerable firmness, as well as tact, was required to meet the situation. The result has proved most satisfactory. The students have come to a just appraisal of the practical value of this training and it is expected that in the future this course will prove highly attractive.

Serious doubts have arisen in the minds of members of our faculty as to the propriety and desirability of having officers

of instruction actively engaged in the exercises of student fraternities, and the question of forbidding such activity has been considered.

An event of far-reaching importance in our educational history is the organization of systematic courses of evening instruction, connected with the University work in Extension Teaching. During the past two years, a single evening has been devoted to such work, that of the different departments proceeding synchronously, so that students were enabled to elect the work of but a single department. Hereafter, the work of each department will occupy a different evening, so that it is possible for a comprehensive course of instruction to be pursued.

Our policy of providing supplementary examinations in September, at which students who have failed at the spring examinations may make a fresh endeavor, after having had the benefit of special summer instruction, is proving increasingly effective. It frequently happens that excellent results are obtained in the fall by those who were markedly deficient in the preceding spring. This method works particularly well in improving the standing of those who are passing from a lower to a higher class.

An important undertaking has been set on foot by the Board of Trustees in an attempt to secure a fund, by subscription, the income to be devoted to the Drug Farm maintenance of an experimental drug farm, in coöperation with the New York Botanical Garden. The objects of such a farm are twofold: first, to afford instruction to our students: second, to secure trustworthy data as to the methods of successfully producing drugs under cultivation. The necessity for such a drug supply is steadily increasing. Private attempts, in the absence of experimental data, are certain to lead to much loss and many disappointments, and it is believed to be a public duty on the part of such an institution as ours to determine the necessary facts. arrangements have been made with the Botanical Garden and all that is required is a fund of between \$10,000 and \$20,000 to provide the necessary labor for the experimental work. Six thousand dollars has already been secured, and we are not without hope that our object may be attained before the opening of another spring.

A rather important change has been made in the formation of the Honor Roll of the graduating class. Heretofore this roll has consisted of the thirteen students securing the highest marks at their final examination, without regard to their grade of scholarship. Hereafter, this roll will contain the names of all students who secure a general average of 85 per cent or more. Such students will have affixed to their diplomas, in addition to the regular seal of the College, a special gold seal suitably inscribed.

In the still rather new field of pharmacognosy, this school is rapidly attaining a position of recognized authority. Three of our officers of instruction occupy important salaried positions as experts in the examination of drugs and the school is coming to be recognized as a sort of national clearing house for information in this line of work.

The Bureau of Information established last year in connection with our Library is also rapidly assuming a position of authority and usefulness. Through the reorganization of our Alumni Journal, appropriate information from this source is being given to the public, which adds greatly to the usefulness of the Bureau.

Important improvements in the equipment of the institution have been made during the past year or are now in process of inauguration. The most important of these are a large increase in our supply of microscopes, and the installation of first-class steel lockers for the property of the students, similar to those in use in other buildings of the University.

It is with a peculiar sense of sorrow that we have to record the death, in December last, of our talented and faithful Professor of Analytical Chemistry, Dr. Anton Vorisek. Dr. Vorisek, like so many of our eminent men, came to this country as a poor immigrant and built up his fortunes by his own unaided efforts.

He served the country faithfully and well as a pharmacist in the navy during the Spanish War and was soon after appointed to a subordinate position in our pharmacy department, from which he steadily rose to the position of Professor of Analytical Chemistry and Director of the Chemical Laboratory. His death has necessitated a number of important changes in that department.

Respectfully submitted,

H. H. Rusby,

Dean

June 30, 1916

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SUMMER SESSION OF 1916

To the President of the University,

It is my privilege to present herewith the Report of the seventeenth Summer Session of the University which opened July 10 and closed August 18, 1916.

Attention should be called to the action of the Trustees of the University in modifying the statutes and increasing the number of members of the Administrative Board from three to seven.

Administrative Board

In conformity with the statutes, Chapter XXIV, Section 241, the Trustees at their meeting held April 3, 1916, appointed on the nomination of the President, as Administrative Board of the Summer Session, for a period of three years from July, 1916, the following officers: the Director, James C. Egbert, Ph.D., Frederick J. E. Woodbridge, LL.D., Johnsonian Professor of Philosophy, Dean of the Graduate Faculties; Virginia C. Gildersleeve, Ph.D., Dean of Barnard College; Paul Monroe, Ph.D., Professor of Education, Director of the School of Education; Ashley H. Thorndike, Ph.D., Professor of English; Maurice A. Bigelow, Ph.D., Professor of Biology, Director of the School of Practical Arts; Hans Zinsser, M.D., Professor of Bacteriology.

The calendar of the Summer Session of 1916 differs from that of previous years in that the opening was set for July 10 and the closing August 18, thus postponing the Session for one week. This postponement was due to the meeting of the National Education Association which was held during the first week in July. The custom of using one or two Saturdays for regular

exercises was abandoned and an opportunity was thus given for two days of rest and recreation at the close of the week. The general impression prevails that the late Session and the five day week are both conducive to better health and likewise to better work, regardless of the fact that the Session closes later in the summer than hitherto. Another important change should be mentioned in this connection. I refer to the reduction of the time for possible changes and registration for credit. This period was reduced from a week in 1914 to five days in 1915 and three days in 1916. Students have selected their courses with greater care and have less frequently requested permission to change. Similar exactness has been observed in the collection of fees, with a like satisfactory result.

The subject of registration in the Summer Session is always exceedingly interesting, but peculiarly so in the present year because of the extraordinary numbers, the Registration increase being 2062. The largest increase in registration in any preceding year amounted to 1051, in 1914. The unusual numbers were due in large degree to the presence in New York of the National Education Association in the week preceding the opening of the Summer Session. This is shown in various ways, namely, through the attendance of the great number of students who are engaged in teaching and in supervision in public schools, during the year. A study of the statistics in the directory of the Summer Session under 'Section D' will indicate this most clearly. The number of graduate and undergraduate students in Teachers College shows an extraordinary increase. It is noticeable, on the other hand, that the number of matriculated students from certain of the schools of the University outside of Teachers College has fallen off. This is true of Barnard College, the Schools of Mines, Engineering and Chemistry. Medicine and Architecture. There has been an increase in the number from Columbia College and from the Faculties of Philosophy, Political Science and Pure Science. With one or two exceptions, the registration in the various subjects was considerably larger than in the preceding year. The decreased registration in the Schools of Mines, Engineering and Chemistry of the academic year is portrayed in the small numbers of matriculated students in the Summer Session. The courses in law show a registration of about the same number as in 1915. Students are unwilling to take courses in law in the Summer Session because these are not accepted as preparing for the bar examinations. It is sincerely hoped that before another year goes by the Summer Session, which is now one of the three Sessions of the University year, may be recognized in this respect so that in every particular the same credit may be obtained through attendance on the courses in law in the summer as during the Winter and Spring Sessions.

In courses in education some of the increases are stupendous. Thus, the demonstration school was attended by the overwhelming number of 1761; the increase in administration of education was over 350; in elementary education, over 1300; in the junior high school, over 350; in physical education, very nearly 600. These figures indicate the remarkable attendance on the courses in education in the Summer Session of this year. The distribution by states is significant. In 1915 the increase in students over that in 1914 was found mainly in the Atlantic states and the influence of the Panama Pacific Exposition was seen in the decrease from the middle states and extreme west. In the Summer Session of this year the increase is general throughout the country, with the exception of Maryland and Delaware. In Delaware the registration changes from 12 to 8; in Maryland from 127 to 126; but in Georgia, from 94 to 268; in Pennsylvania, from 432 to 575; in Colorado, from 17 to 47; in Ohio, from 288 to 454. The increase from New York State, however, is less than 250, and from New York City, below 100.

The program of study differs from that of 1915 in the offering of a few new subjects but particularly in the addition of courses and sections in those subjects which were most largely elected in the summer of 1915. The process of withdrawal of courses not generally called for and the concentration of courses so as to attain the best results was consistently carried out in the preparation of the program. This was true, particularly, of

architecture, agriculture and classical philology. On the other hand, the Department of Chemistry offered 31 courses as against 26 in 1915; 2 new courses were given in chemical engineering. The offering in engineering was enriched by the adding of courses in resistance of materials, and in manufacturing processes, organization and management. The courses in geography were increased from 5 to 8; in medicine from 13 to 21; in metallurgy from 3 to 5. Courses were offered in the unusual subjects of photoplay writing, international relations, Portuguese and Russian; 16 courses were offered in the evening, with an attendance of 201 and considerable discretion was shown in the selection of these evening courses so as to provide for those students who can only come at that time. Special attention was given to the program of courses in medicine and an extraordinary series of courses was offered in neurology.

In the School of Practical Arts a number of new courses was added which have fully justified their appearance in the Summer Session program; 2 in fine arts; 11 in household arts; 5 in industrial arts; 2 in speech; 2 in nursing; 5 in physical education. It must be remembered, however, that the following courses, which were given in the Summer Session of 1915 were omitted this summer; 1 in fine arts; 4 in household arts; 4 in wood working; 5 in metal working; 4 in music and speech; 3 in physical education.

In the Department of Education 121 courses were offered, 9 of which were new. The staff of instructors was increased materially, distinguished men coming from other universities and superintendents and principals in active service were added to the number of teachers in this field. The result has been the great increase in education, particularly in the departments of educational administration, elementary education, secondary education and kindergarten education. The unusual numbers have brought into great prominence the fact of the physical limitations of the Teachers College plant.

The instructors for the Summer Session of 1916 numbered 395, of whom 296 were men and 99 women. There were 88 assistants, of whom 46 were men and 42 were women. The courses numbered 697. In 1915 there were 345 instructors

and 108 assistants and 613 courses were offered; 104 instructors were from institutions other than Columbia; in 1915 there were 108; in 1914, 85; in 1913, 63; in 1912, 60.

The subjects offered at Camp Columbia were botany, geology, surveying and geodesy. The courses in botany and geology were withdrawn. The registration Courses at in the surveying and geodesy was 164. Camp Columbia The number was smaller than hitherto because of the decrease in the registration in the Schools of Mines, Engineering and Chemistry, due to the change to the six year course. The numbers will not increase greatly until the new course is entirely and fully established. The Administrative Board may well consider the establishing at Columbia of courses which will attract matriculated students who desire summer study in the country. Desultory courses in one or two subjects will not be alluring to such men. The Camp was never more attractive than at the present time and there is here a great opportunity to afford students who enjoy camp life with summer study under most delightful conditions in a charming country. The direction of the Camp under Professor J. K. Finch is ideal. There exists now a splendid spirit of friendship on the part of the neighbors who attend the public lectures and the festival occasions offered by the Camp. This year the following lectures were given for the benefit of the country people and the summer visitors who deeply appreciate the hospitality of Columbia:

'How Ships Find their Way across the Ocean', by Harold Jacoby, Rutherford Professor of Astronomy; 'The Chemistry of Water and Air', by Arthur C. Neish, Assistant Professor of Chemistry; 'Bridge Construction', by J. K. Finch, Assistant Professor of Civil Engineering; 'Maintaining the Productivity of the Farm', by O. S. Morgan, Professor of Agriculture; 'Plant Diseases of our Gardens, Fields and Orchards', by Bernard O. Dodge, Instructor in Botany.

In the summer of 1915 a new plan was adopted of organizing conferences for the benefit of those who could attend in the summer for the short period of two weeks who did not desire academic credit and yet were exceedingly anxious to come into contact with inspiring lecturers and

teachers and to make use of the summer period for study in so far as their circumstances allowed. With the definite purpose in view of supplying the need of these Conferences students, in the summer of 1915 a Conference on Religion was established, running for a period of two weeks. This was very successful and the plan was followed, with some modification, in the Summer Session of this year. The number registered in 1916 was 40, twice as many as in the preceding year. One member came from Spokane, Washington, another from Porto Rico, and many denominations were represented. Those who attended the conference only were expected to pay a fee of ten dollars, but the lectures were open to the Summer Session students who found in them a valuable adjunct to the work which they were doing in their academic courses. Interesting trips were arranged by Dr. Gaylord White for the conferees, to Sing Sing, Ellis Island, settlements and parish houses. Evening conferences, conducted by Dr. Speer on Missions, and by Hamilton Holt, Esq., on peace problems, were particularly appreciated. In this summer a second conference was arranged in the department of classical philology and was known as a Conference on Classical Studies. Two lecturers of distinction were selected. Professor Gilbert Murray of Oxford, and Professor Paul Shorey of the University of Chicago. This Conference was held between July II and 24. It consisted of lectures by these scholars and informal conferences on three evenings participated in by the lecturers and the students of the Summer Session. These lectures and conferences were open to the Summer Session students. The Conference was regarded as entirely successful and the presence of Professor Gilbert Murray of England and Professor Shorey, who came from a neighboring university, both men of great distinction, accomplished fully the purpose of inspiring great interest in the study of the classics.

Experience has shown that the students of the Summer Session differ from those who attend during the Winter and Spring Sessions. They are more mature and more earnest in their purpose. They come in large numbers from states outside of New York, and certain sections of the country,

such as the South, are more largely represented than others. On the educational side, the University must put forth its best efforts or these students will be deeply dis-Excursions appointed. Even in their recreations, this seriousness of purpose must be recognized. Hence the excursions are organized with the greatest care and with due consideration for their educational value. The double scheme whereby two divisions are open to students, one for those whose studies permit only of weekly excursions, and the other for those who are able to make them serve as a course in economics, has been maintained with great satisfaction. Because of the epidemic. certain excursions were of necessity abandoned. The attendance was as follows: to the Museum of Art, 110; to Upper Manhattan and the Bronx, 120; around Manhattan Island, 900; to the Jumel Mansion, 125; to the New York Times, 130; to the Financial District, 100; to the Navy Yard, 150; to the Zoölogical Park, 125; to the Museum of Natural History, 75: to the Cathedral of St. John the Divine, 100; to West Point, 1400; to the John Wanamaker Store, 150; to the Settlement House, 120; to the Botanical Garden, 60; to Ellis Island, 1200; to Tarrytown, 450; to Fort Wadsworth, 85; to the Ziegler Publishing Company for the Blind, 125; to the American Book Company, 140; to Atlantic City, 216; to the baseball game. 162; making a total attendance of 6546. This department of excursions is growing in importance every summer. To it is assigned the duty of furnishing escorts to meet boats and trains and guides for the University grounds. The officers in charge of excursions supply detailed information for suitable trips. The assignment to this department of all matters concerning excursions, week-end trips, obtaining tickets, etc. enables the administration to keep itself informed of any irregularity and to protect the students from those who would obtain profit at their expense. The success of this work is due largely to the fidelity and ability of Professor Leonidas W. Crawford,

The musical programs of the Session gave the usual satisfaction. The New York Military Band, under the leadership of Mr. Edwin Franko Goldman, gave in all four concerts and

the large audiences of students and their friends showed their appreciation of his efforts. Four organ recitals were given in the Chapel by Mr. David McKay Williams and Mr. Musical Charles Heinroth. The musical festival week was Program properly observed by three concerts. The Messiah was given as usual in St. Paul's Chapel with the following soloists: Miss Elizabeth Parks, soprano: Miss Rose Bryant, contralto; Mr. Dan Beddoe, tenor; Mr. Robert Maitland, bass; Mr. F. Lorenz Smith, concert-meister; Mr. Samuel Ouincy, organist. On August 10 the remarkable orchestral concert with the following program was deeply appreciated: Overture, Coriolanus, Beethoven; Symphony, No. 6, Tchaikovsky; Prelude to Hansel and Gretel, Humperdinck; Rhapsody, No. 2, Liszt. The University Chorus, numbering about 300 composed of Summer Session students, gave the final concert on August II. Elgar's The Black Knight and a selected program were rendered in a most effective manner. The soloists were: Miss Elizabeth Parks, soprano; Mr. Dan Beddoe, tenor; Mr. Lorenz Smith, concert-meister. Four nights were assigned to the Devereux Players, July 26-29, for their open-air plays on the Green. They gave Twelfth Night, Comedy of Errors, She Stoops to Conquer, and The Critic. The reception, which hardly deserves this title, as it has become necessary to limit the exercises to speeches and to a musical program, was held in the University Gymnasium and attended by as many of the students as could possibly be accommodated there. Dean Frederick J. E. Woodbridge opened the exercises by his words of welcome and the address of the evening was delivered by Professor John Bassett Moore, Professor of International Law, Columbia University. The singing of familiar songs by the students under the leadership of Professor Walter Henry Hall was a feature of the occasion.

The following public lectures were given, open to the students of the Summer Session and to the public:

'The Appeal of Philosophy to the Student of Today', by Professor W. P. Montague, attendance 60; lecture in German on 'Gustav Freytag, Geboren 13 Juli 1816', by Professor Henry L. Schulze, attendance 40; 'Montessori Method', by Miss Helen Parkhurst, attendance 60; 'Yellow-

stone National Park', by Mr. William Bruce Leffingwell, attendance 90: 'Montessori Method', by Miss Helen Parkhurst, attendance 80: illustrated lecture on 'Turkey and the War', by Dr. Public Lectures Ellsworth Huntington, attendance 408; lecture in German on 'Der amerikanische Student und die deutsche Literatur', by Dr. Allen Wilson Porterfield, attendance 60; 'Montessori Method', by Miss Helen Parkhurst, attendance 70; lecture in German on 'Politische Freiheit in Deutschland und in Amerika', by Dr. Hermann Lufft, attendance 65; 'The Present War and its Educational Implications', by Professor Paul Monroe, attendance 225; 'Montessori Method', by Miss Helen Parkhurst, attendance 80; 'Montessori Method', by Miss Helen Parkhurst, attendance 110; 'The Philosophy of the Present and Prospective Boundaries in Europe', by Professor Albert Perry Brigham, attendance 328: lecture in French on 'Paris à travers les Âges', by Professor L. A. Loiseaux, attendance 158; 'Language as a Social Function', by Professor Arthur F. I. Remy, attendance 56; 'The Melodrama as a Modern Music Form', by Professor Rossetter G. Cole, attendance 80; 'Montessori Method', by Miss Helen Parkhurst, attendance 90; 'Pan American Union and the Mexican Crisis', by Professor J. D. Fitz-Gerald, attendance 95; lecture in German on 'Arthur Schnitzler als Dramatiker', by Mr. Matthew G. Bach, attendance 55; 'Sex Education', by Professor M. A. Bigelow, attendance 275; 'Montessori Method', by Miss Helen Parkhurst, attendance 61: 'Physical Education', by Marquis de Polignac, attendance 185; lecture with moving pictures on the 'Montessori Method', by Miss Helen Parkhurst, attendance 115; 'Surface Features of Europe as a Factor in the War', by Professor D. W. Johnson, attendance 223; 'Two Characteristic Traits of French Literature', by Professor A. G. H. Spiers, attendance 84: 'Goethe's Ideal of Humanity', by Professor John Firman Coar, attendance 65; 'The Highest Education of Women', by Miss Julia Lathrop, attendance 750; 'Kindergartens of Tomorrow', by Miss Patty S. Hill, attendance 700; 'Cervantes; His Life and Works', by Mr. M. L. Imbert, attendance 91; 'Shakspere und Deutschland', by Mr. Traugott Böhme, attendance 70; 'The School Superintendent and Community Progress', by Professor G. D. Strayer, attendance 175; Student Mass Meeting called by the Students' Executive Council of Teachers College, attendance 300; 'Extension of Suffrage to Women', by Professor Edward Benjamin Krehbiel. attendance 150; 'Greek Epitaphs-Mostly Cheerful', by Professor Edward Delavan Perry, attendance 49; 'An Interpretation of the Scenery of the White Mountains', by Professor James Walter Goldthwait, attendance 176; 'The College of Tomorrow-The Ideal of a Democracy', by Dr. George McA. Miller, attendance 55; 'Contemporary Italian Literature', by Professor A. Arthur Livingston, attendance 35; 'The Future of the United States, from the Point of View of a Hyphenated Citizen', by Professor Camillo von Klenze, attendance 150; 'The Modern Orchestra and the Orchestral Program Performed on August 10', by Professor Rossetter

G. Cole, attendance 250; 'Old Irish Poetry', by Professor John Lawrence Gerig, attendance 55; lecture in German on 'Culture und Kultur', by Professor Frederick W. J. Heuser, attendance 58; Men's Forum. 'The Future Social and Educational Status of the Country Church', by Professor E. P. Cubberley, attendance 300; motion picture exhibition of 'The Adventures of a Boy Scout', attendance 700; 'The Extension of Suffrage to Women in Relation to Certain Southern Problems', by Professor William H. Kilpatrick, attendance 230; demonstration of scoutcraft by a patrol from Troop No. 1 of River Edge, N. J., attendance 400; 'True Reform in Modern Language Method', by Professor E. W. Bagster-Collins, attendance 65; 'What is Natural Education', bý Mrs. Winifred Sackville Stoner, attendance 700; motion pictures showing the work and equipment of the Los Angeles public schools, attendance 500.

Religious exercises in the Chapel were held every morning at 8 o'clock and on Sunday afternoon at 4.10. A general and more informal service was conducted on Religious Exercises the Green every Sunday evening. The Sunday afternoon preachers were Rev. Henry E. Fosdick of Union Theological Seminary; President Henry Churchill King of Oberlin College; Rt. Rev. Ethelbert Talbot, Bishop of Bethlehem, Pennsylvania: Chaplain Raymond C. Knox of Columbia University; Rev. Cleland B. McAfee of McCormick Seminary. This service was attended by a large number, varying from 500 to 1000. At each service there was a brief address on some topic of human interest and the singing was both hearty and spontaneous. Dr. Hitti spoke on religious conditions in the Orient; Mr. Spencer Miller, Deputy Warden of Sing Sing, spoke on the work at Sing Sing; Mr. Aery, on Hampton Institute: Mr. Israel, on Christian Association work in Prison Camps in Europe. In no time of the year is the religious interest of the students so clearly manifested as during the Summer Session. The services just described, together with the courses on religion and religious education, form an unusual combination which tends to further in a remarkable degree the encouragement of religious worship and the extension of religious truth.

The fact that so many students attended the religious service in the Chapel, even up to the last day of the Summer Session, suggests the advisability of having a united service for all the schools of the University during the academic year

at an hour convenient to all. A large audience in beautiful St. Paul's Chapel at the daily service attending as a voluntary matter would be a great inspiration to the entire University.

The attendance of so many students in the Summer Session added to the fact that a large majority were women, made the problem of providing proper living accom-Living modations exceedingly difficult. It was recog-Accommodations nized that these young women should be placed either in the dormitories or in apartments which were suitable for their accommodation. In consequence of this situation the Student Welfare Committee was reorganized and Miss Katherine C. Reilev was appointed the Chairman and Mrs. Margaret P. Kilpatrick, Social Director: Mrs. Elizabeth R. Andrews, University Visitor of the Summer Session. A careful survey of this section of the city was made and apartments were classified as to their equipment and as to their price. All students under twenty-five years of age were required to report to the Social Director at the time of registration and were assigned to rooms, or were required to give information as to their temporary address. The work of the Student Welfare Committee was unusually important during the Summer Session of this year because of the large enrollment. The students were safeguarded and the good name of the University was fully protected.

The University Medical Officer, assisted by a competent nurse, cared for the health of the students. Notwithstanding the anxiety caused by the presence of a serious epidemic in the city, no alarm was occasioned, and the health of the students was never better. The interest and watchfulness of the Medical Officer are largely responsible for this result.

The size of the Summer Session must awaken many questions in the minds of those interested in the development of the University as to the part it is to fill in the future in the work of this great institution. During the past winter, as was indicated above, the University Council established the Summer Session as one of the three sessions of the year, designating the

others the Winter Session and the Spring Session. As the University has taken this step it seems only proper that it should recognize residence in the Summer Session as counting for all of its degrees, as it recognizes such residence as counting for the higher degrees of Master of Arts and Doctor of Philosophy. The following action, taken by the University Council in regard to the School of Practical Arts, is certainly significant:

WHEREAS, the Faculties of Teachers College consider it highly desirable that candidates for the degree of Bachelor of Science should complete an academic year for minimum residence,

Whereas, certain exceptional cases arise in which teachers are unable to obtain leave of absence for attendance during the Winter and Spring Sessions of Columbia University,

THEREFORE, it is recommended to the University Council by the Faculties of Teachers College that the rule requiring minimum residence of an academic year be modified as follows so far as concerns candidates for the degree of Bachelor of Science awarded on the recommendation of Teachers College:

Candidates in Teachers College for the degree of Bachelor of Science who have shown exceptional scholarship and ability and who are *individually* recommended by the Executive Committee of the College may satisfy part or all of the minimum residence requirements aggregating not less than 24 points by attendance in Summer Sessions, counting each Summer Session as one-fourth of an academic year of residence, provided that the candidacy is limited to five years.

Attention has already been called to the irregularity in the recognition of summer courses in law as compared with those

Recognition of Summer Courses in Law

given in the academic year. This discrepancy is not confined to the Law School, for other schools of the Uni-

versity discredit the established and approved courses of the Summer Session by discounting the credit assigned and thus discourage matriculated students from attending. It has been said that certain officers of the University consider it wiser for these students to disregard the summer as a season of study. Such a position is hardly consistent with the established policy of the University to encourage and develop summer study in every possible way. Under any circumstances, the variation in credits allowed in the different schools for the same courses—a custom which has flourished under the

use of the so called 'full course' and 'half course'—is unfortunate in a University the constituencies of which should adopt a reasonably uniform policy.

Again, the great numbers attending our classes suggest the question as to whether such classes are conducted in such a manner as to prevent any possible depreciation in grade. It is difficult to believe that a graduate course of several hundred students can be maintained as such unless possibly it is conducted as a lecture course with abundance of opportunity for conferences.

lecture course with abundance of opportunity for conferences, quizzes and investigation under competent assistants. Our attention has also been called in a most startling manner to the inadequacy of the buildings of Teachers College. That department of service in the University performs most important work in the summer and the limit of students who desire to come under its influence is not yet attained. Where shall the thousands who are anxious to come find accommodations? Those who are interested in Teachers College may well ponder this question, for restriction of some character must be enforced or larger accommodations provided. At no time of the year is the need of great auditoriums more manifest. We must have a hall for the great throngs which are turned away night after night because of the smallness of the University Gymnasium. The policy—so successful—of the administration of the Summer Session is based on the prevailing spirit of helpfulness to the student. This is the reputation which we have attained and yet we are in danger of sacrificing it if we crowd our lecture rooms and our halls and fail to accommodate those who are longing to enjoy the concerts and exercises which are so lavishly furnished.

Finally, may I call attention to the efficiency displayed in the organization of the University which is at the service of the Summer Session. Let me enumerate: the office of the Secretary of the University; the Department of Buildings and Grounds; the offices of the Bursar and Registrar; the Department of Admissions; the administrative offices of Teachers College; and in the administration of the Summer Session, its own office with the Assistant to the Director, the Recorder and the various clerks, all devotedly and enthusiastically, but above all with great efficiency, serving the University in carrying on the great Summer Session for which Columbia is now famous.

In view of all this we little wonder at the eagerness with which those who have been with us return. Here we have the combination of splendid scholarship, excellent instruction, an efficient administration and a kindly, hospitable spirit. The gathering thousands testify to the existence of these characteristics of the Columbia Summer Session.

Respectfully submitted,

JAMES C. EGBERT,

Director

August 18, 1916

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University, Sir:

I wish to present the Report of Extension Teaching for the academic year ending June 30, 1916.

In accordance with the statutes, Chapter XXV, Section 251, the Trustees at their meeting held April 3, 1916, appointed on the nomination of the President, as Admin-Administrative istrative Board of Extension Teaching, for a Board period of three years from July, 1916, the following officers: James Chidester Egbert, Ph.D., Professor of Latin, Director of the Summer Session and Extension Teaching: Frederick J. E. Woodbridge, LL.D., Johnsonian Professor of Philosophy, Dean of the Faculties of Philosophy. Political Science and Pure Science: Frederick Paul Keppel, Litt.D., Dean of Columbia College; Virginia C. Gildersleeve, Ph.D., Dean of Barnard College; Carlton Haves, Ph.D., Associate Professor of History; Ellery C. Stowell, Docteur en Droit, Associate Professor of International Law; Maurice A. Bigelow, Ph.D., Professor of Biology and Director of the School of Practical Arts.

In entering upon the work of Extension Teaching at the beginning of the year, the members of the Administrative Board were aware of the fact that they had made plans of a most ambitious character and that the successful completion of these plans meant an epoch-making year in the history of the University in this rapidly widening field of its Extension Teaching Department. We may, with considerable satis-

faction, look back upon a year of marked achievement and progress. Not only have all the plans so carefully outlined been carried through to their full accomplishment, but the natural development growing out of the existence of Extension Teaching in the University has progressed unhindered so that the year has been one full, not only of attainment but of events that make history in the world of university education.

In indicating and reviewing the occurrences of the year, we must keep in mind the various divisions into which the work of

Extension Teaching now falls. There are two Divisions of great sections, the intramural and the extra-Courses Offered mural. These have their subdivisions. Thus the intramural courses include those accepted in the graduate schools, those parallel to the collegiate and professional courses, offered in the evening and late afternoon at Morningside Heights. Among these are the usual collegiate subjects, those of the schools of science, those in architecture, and finally those in commerce, accounts and finance. Then there is the secretarial series, caring for the students who desire a complete and thorough training as well as those who can give but a brief hour or so to study in this field. A two years' course in practical optics is offered in coöperation with the Department of Physics and is rapidly attaining a reputation for scholarship and scholarly research in a most important, though unique, side of physical science. In Extension Teaching agriculture is being cared for and nourished so that it may in time take its deserved place in this great University. The courses in spoken language, representing eleven different languages, were offered, without credit, for colloquial purposes only.

Extension Teaching in its intramural division has welcomed the opportunity of giving the more unusual courses which could not at once be classified as belonging to any department or adapted for acceptance by any school. Let me mention a few—a course in dramatic instinct in education, on practical penal problems, on income tax procedure, on Latin-American commercial law, on ear training and harmony, on photoplay writing, on

medical German, on export trade, on dollar exchange, an institute for city dwelling farmers—a course on practical scientific farming. These were supplemented by many others more readily and naturally classified with the collegiate and professional subjects, although not given for various reasons in any school. Many of them will take their place in the regular offering of Extension Teaching in the coming year.

The extramural courses may be subdivided into: first, those given at extramural centers at Bridgeport, East Orange, Freeport, Jersey City, Passaic, Paterson, Scranton, Springfield (Mass.), Stamford, Trenton, Yonkers; second, those given in New York City in connection with the New York Chapter of the American Institute of Banking, and the evening courses in citizenship at the Educational Alliance, Ninth Street, in the second half-year.

This is a general summary of the educational activities of Extension Teaching and might be elaborated and explained in detail if the limits of this report permitted.

There are, however, a few statistics which will indicate the scope of this department. The courses given at Morningside Heights, fully established as the regular work of this department, number 286 with 195 instructors. This does not include, however, 14 courses in practical optics with 7 instructors; 28 courses in spoken language with 14 instructors; extramural courses numbering 30 with 20 instructors. This, then, is the special educational service of Extension Teaching, which cares for 3960 students in intramural and 821 in extramural courses.

The Institute of Arts and Sciences has experienced a most successful year, clearly and definitely accomplishing its purpose, furnishing a program of lectures and concerts of a popular as well as a cultural character. The members in 1915–1916 numbered 1721; the total attendance at these lectures was 89,280, with an average attendance of 269, and the number of meetings was 332. The Institute in this past year established a center at Newark, New Jersey, which now has a membership

of 585. An elaborate report of the Institute has been prepared by Mr. Milton J. Davies, Assistant to the Director, who is in charge, and to whom credit for its success naturally belongs.

As has already been intimated in other reports, the service of the Department of Extension Teaching is varied. particular purpose is to furnish educational Functions of opportunities at unusual times and places. Extension Teaching Nevertheless, it also serves as the experimental and testing station of the University. Here are brought courses of uncertain value which may later become part of the Here are tested the future instructors of the institution. Extension Teaching may venture to experiment in many fields and yet withdraw both courses and instructors without loss of standing or sacrifice of money. Here the embryo school may get its form, before its birth is justified by reason of the probability of its survival without becoming too great a task on the treasury of the University.

The history of the past year is an illustration of what may be accomplished in the University through its Extension Teaching. The demand for courses in busi-School of Business ness led to the offering of opportunities of this character in the evening in the winter of 1911. This was just a modest beginning, but high standards were maintained from the inception of the undertaking and the success was immediate and pronounced. The number of students increased and the position of the evening courses in business was so firmly established that a new and independent School of Business was clearly demanded and its organization justified. As a result, the School of Business has been established and will begin its career in the coming fall. This is not the place to discuss the organization of this new School or the plans on which it has been constructed, but merely to say that to the Department of Extension Teaching belongs the credit for the achievement of adding an important new School to the University group.

It is always understood that whatever is done in Extension Teaching must be accomplished without imposing any financial burden upon the University. This is the problem of the Administrative Board, namely to render the greatest possible service to the community and yet prevent any financial loss

to the University. This principle of action is at once an advantage and a disadvantage. It is certainly the

former, for the necessity of obtaining support calls for the expenditure of the very best effort and the maintenance of courses of the highest type. It is a disadvantage in so far as it checks the endeavor to offer opportunity to those unable to pay the usual tuition fee. This was particularly felt when the evening courses in citizenship were established on the East Side for those who were desirous of becoming American citizens. The fees were set at five dollars per course and even this price was felt prohibitive in that section of the city. This is unfortunate, as the University is specially qualified to conduct such courses, for they should be under the care of an educational institution and not treated as part of a philanthropic enterprise, although the fees should be consistent with the means of the people whom we desire to serve. For the coming year a plan has been devised whereby it is believed that this noble object may be accomplished. The University will coöperate with the Labor Temple in offering courses open to students for a voluntary fee. For the past winter the University is greatly indebted to the Educational Alliance for the free use of its room at Stuyvesant and Ninth Streets.

I must not pass over the Chorus, which has been maintained with splendid success throughout another season. Extension Teaching, which supports this Chorus, is indebted to a generous benefactor who prefers to conceal her identity and whose liberality has enabled the University to give two noble concerts in Carnegie Hall, one "The Messiah," on December 20, and one "Black Knight" and "The Peace Pipe" on April 11. These were given by the large and well trained University Chorus. Professor Walter Henry Hall was largely responsible for the success of these concerts. Such musical events deserve the support of the University community as they fully attain to the standard of musical excellence, appropriate to this great institution.

Extension Teaching has had under its fostering care during the past winter the educational conduct of the New York Chapter of the American Institute of Bank-American Institute ing. An informal agreement was entered of Banking into whereby the Chapter should maintain its identity and individuality and yet submit to the educational control of the University. Through this department courses were arranged and instructors were appointed by Columbia. The Institute provided the funds and the mechanical equipment. The plan was successful in every particular and the promise for next year is most satisfactory. These courses do not carry University credit. They are primarily intended for the young bank clerks who have been deprived of an education because of entering early upon their life work.

One of the great accomplishments of the past year is the development of plans for maintaining a high grade of scholar-Scholarship ship in Extension Teaching. This has fallen, naturally, to the Assistant to the Director, Professor Frank Allen Patterson, who has met with unqualified success in his endeavors. Extension Teaching cares for many students who have for various reasons been unable otherwise to continue their education either at Columbia or elsewhere. These students receive special attention and are carefully watched and often become students with good records after their experience in the Extension courses.

Another interesting custom is the week of practice work in the office of the Director required of every candidate for a certificate in secretarial studies. It is hoped to extend this practice work in the coming year to students of stenography and typewriting. Professor Patterson is especially concerned with this supervision of students and intends to elaborate his plans in this direction by organizing a body of advisers to aid him. All this will tend to maintain the standard of the classes in Extension Teaching, which is now generally recognized, notwithstanding the prejudice with which this department has often been regarded.

Judging from the experience of the past three years it is well nigh impossible to limit the fields of effort and endeavor upon

which Extension Teaching in a great urban university could enter. The development of the established classes in Extension Teaching at Morningside is in itself most Limits of Activities promising and far-reaching in results. The extramural service still remains to be more fully determined and defined. It may be reasonably questioned whether a university, situated as Columbia in the greatest metropolis of the country, can have for its object the very broad public service which state universities, such as the University of Wisconsin, are now rendering. The one important restriction is the need of financial assistance. For the state universities. this is provided by a legislature more or less unwilling. At Columbia, the funds must be provided from the institution itself through its own income or through the fees of students. This clearly limits the field of endeavor and service in an institution which is not supported by the state. Nevertheless, it is my opinion that the University can render even broader service than it now accomplishes without interfering with the financial interests of the various schools which it is now maintaining.

In the report of the Director for 1915 reference was made to the possibility of carrying on correspondence work and I would most earnestly recommend, as I did at that time, the establishing of such work in the University. This suggestion does not involve granting credit for degrees. It is possible for the Department of Extension Teaching to place in the various communities package libraries which may be assigned to city clubs and for use by individuals, especially as the usual local libraries do not contain text-books which are used in the various classes in our educational institutions.

In the field of public service Extension Teaching has already undertaken to establish courses in sanitary engineering and in sanitation which may be of service to the inspectors of health boards, not only of New Public Service York but of cities in New Jersey and Connecticut. Again, Extension Teaching may well be made the channel through which the University may arouse interest in civic affairs by establishing civic clubs, the maintaining of societies for com-

munity music and providing books and slides and films for all of these purposes at a comparatively small cost. This, in a very brief form, is a summary of some of the possible avenues for service which may be reached through the organization of Extension Teaching.

In the fall of 1915 the Long Island College Hospital requested Columbia to offer in its buildings in Brooklyn a premedical year. This would be the first Relations with Long year of collegiate work with special at-Island College Hospital tention to such courses as chemistry and physics. The Administrative Board of Extension Teaching consented to do this and arrangements have been completed whereby this educational offering will be made, beginning in the coming fall. The consent of the University thus to carry on important educational work in Brooklyn has produced an interesting suggestion on the part of many Brooklyn people that graduate work should be offered, if not at the Long Island College Hospital, at Packer Institute. As a result of this suggestion, four graduate courses will be given in the coming fall in Packer Institute by certain of the most distinguished men connected with Columbia. The spirit of friendliness and cooperation shown in these efforts to gratify the Long Island College Hospital and those who desire graduate work in Brooklyn, has brought about an additional suggestion that Columbia should in some benign way take an interest in the educational situation there, bringing together the different institutions without interference with their educational control and separate identity. If Extension Teaching could solve the problem of higher education in the neighboring Borough of Brooklyn, it would accomplish a great and memorable achievement in the history of education in this country.

During the past years the offices of Extension Teaching, including that of the Institute of Arts and Sciences, were transferred to University Hall. The suite consists of a large open room for the reception of students, and the desks of the various clerks. The Assistant to the Director presides over this room so that he is able to meet the students who desire to consult him in quarters large enough for the

numbers who seek advice in the registration period. Separate but adjoining offices are assigned to the Institute of Arts and Sciences and for the use of the Director. The use of the large and comfortable rooms has had much to do with the efficient conduct of this large and complicated department.

The University is indebted to the Deans and Directors, to many other administrative officers and to the heads of departments for their hearty coöperation, a coöperation which is indispensable for the successful conduct of Extension Teaching.

Respectfully submitted,

JAMES C. EGBERT,

Director

June 30, 1916

REPORT OF THE DIRECTOR OF UNIVERSITY ADMISSIONS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
SIR:

I have the honor to present the following report with regard to the Committee on University Admissions for the academic year ending June 30, 1916.

In 1915, the Trustees of the University approved a plan for reorganizing and centralizing the administration of admission to the various parts of the University. Genesis This was the final step in a movement toward a better and more efficient administration of admissions which began a number of years ago. To go back only to the comparatively recent past, there was a time when admission to each of the schools of the University was in the hands of one or more committees of the faculty concerned and when the entrance examinations were cared for by the several departments acting independently. In such a situation uniformity in standards and in methods of administration was practically impossible. There could be no single University standard and there were many discrepancies in practice. Requirements were variously interpreted by different committees and in successive years. Continuity was as difficult to attain as uniformity. As a first step toward improvement the administration of entrance examinations was put into the hands of a single committee, the Committee on Entrance Examinations. In 1909 this committee and the committees on admission for Columbia College, Barnard College, the Schools of Mines, Engineering and Chemistry, the School of Architecture, the Teachers College, the College of Pharmacy and the College of Physicians and Surgeons (none of which at that time required

college work for admission) were superseded by the Committee on Undergraduate Admissions. Each of the faculties was represented upon the new committee. At its head was an Executive Chairman, appointed by the Trustees, with the provision that he devote his whole time and energy to supervising the work of admission. The committee was made responsible for everything that had to do with undergraduate admission, including the conduct of examinations, the care and evaluation of all credentials presented by candidates, the conduct of an office which was to serve as a bureau of information for all inquirers, the study of schools with their problems and point of view, and in general all that was related directly or indirectly to entrance requirements and their administration. When the School of Journalism and the School of Practical Arts were organized, the administration of their entrance requirements was put in the hands of the new committee.

The graduate schools and the Law School were not included in this reorganization and when the College of Physicians and Surgeons and the School of Education of the Teachers College ceased to admit directly from the secondary schools their candidates for admission were no longer passed upon by the Committee on Undergraduate Admissions. A partial account of the work of this Committee during the first four years of its existence will be found in Vol. XVI of the Columbia University Quarterly.

By the latest reorganization admission to all the schools of the University is in the hands of a single committee—the

University Committee on Admissions. The committee is made up of a Director of University Admissions, who is ex-officio chairman, and of one representative from each Faculty

Membership of the Committee on Admissions

and Administrative Board of the University. For each school there is a sub-committee consisting of the Director and the member from the Faculty or Board concerned. This sub-committee has immediate charge of the admission of candidates to that school.

As in the case of the Committee on Undergraduate Admissions the duties of the University Committee do not begin nor

end with the consideration of the credentials presented by candidates for admission. They include for the University as a whole the functions which the earlier com-Duties of the mittee exercised for the undergraduate schools. Committee In brief they cover the relation of the University to all individuals, schools, colleges, boards and national organizations so far as concerns any question of entrance requirements or admission. Information and advice are provided for all who inquire regarding admission; the evaluation of all credentials presented for admission is made by the committee whether these be entrance examinations and school records or records from other colleges and universities, American or foreign. The interpretation and enforcement of the entrance requirements of the several professional schools in such a manner as to keep them in harmony with the legal requirements of the several states and the demands of national organizations is another task of great importance, particularly as concerns medicine. The deliberations and conclusions of local, sectional and national educational associations of all sorts, the changes and proposed changes in the content and administration of entrance requirements in other colleges and universities, new conceptions of the function of the secondary school, movements toward more complete coöperation among educational institutions of every sort and in every country, changing conceptions of the function of education in the state, all of these so far as they have a bearing upon the question of admission are the business of the committee. It must keep in touch with all and be able from time to time to suggest to any faculty such changes in its entrance requirements as might be of advantage.

In the actual administration of entrance requirements two opposing views are possible. One calls for the adoption and

Basis of Admission to the University enforcement of a simple, mechanical, almost automatic, method—a method which can be applied with the least amount of effort, time and intelligence. Entrance requirements are

stated in terms of units, years, hours per week per year, the possession of a diploma from a school in a given list or what

not. Those who can present credentials precisely as required are to be admitted. All others are to be excluded. Such a method is seldom if ever completely enforced but it is closely approached in a few institutions. If there were any single, simple, sure method of testing a candidate's preparation and capabilities a method of this sort might be justified but none has yet been discovered. Its only other justification is the consideration that in some cases no better method is at

present practicable.

The other view, a view less frequently held with clearness, requires that two main considerations be kept in view. One is that the aim and function of the entrance requirements shall determine their content and application and the other is that the factors to be considered are very numerous and complex. There is no hard and fast line of demarcation between the acceptable and non-acceptable. The many factors cannot be represented completely by any simple formula. The only way to estimate them with any approach to correctness is to consider each individual candidate and to decide his case upon its merits. In order to do this it is necessary to take into account each candidate's record, giving due weight to the strong and weak points in his mental make up and in his character and personality, and to estimate so far as possible his promise of future usefulness as a member of the University and of society. Deciding a case on its merits seems in the minds of some to mean deciding without reference to principles or policy or to other possible cases. This would be, if anything, less rational than the mechanical system. The interests of the University as a whole, of the faculty concerned. of the school or college from which the student comes, and of other candidates, past, present and future, must be taken into account as well as the qualities and interests of the candidate himself. The proportionate amount of weight to be given to each factor will vary according to the demands of the curriculum offered by the school which the candidate desires to enter and according to the extent to which legal and other external requirements restrict admission to the field of study in question. Where admission to the study of medicine is involved there are minimum requirements of a formal character which cannot be waived no matter how great the merits of the candidate who falls short of them. Where knowledge of specific subject matter is a pre-requisite to further work this constitutes an irreducible minimum. But in most cases there is an area of doubt and within this area there is much room for the exercise of discretion.

Obviously the administration of entrance requirements in accordance with this broader view requires much more care Working Out of This Scheme and labor than the other. It cannot be carried out without time and study nor without the exercise of judgment experienced in estimating the considerations involved. It is the method which the University Committee on Admissions attempts to carry out. Our success is by no means complete but we expect to make it more complete in the future.

During its first year the committee has been able to do little more than to perform its more immediate duties. The actual reorganization of the work required time but Work of the presented no special difficulties. Our energies First Year have been devoted mainly to giving proper care to present and prospective candidates for admission. Some other matters have however claimed our attention. A very important step has recently been taken simultaneously by Mt. Holyoke, Smith, Vassar and Wellesley Colleges in the adoption of a new plan of admission, a plan whereby the candidate is examined for admission in four entrance subjects, and four only. Each of these colleges has heretofore admitted by certificate. This plan was devised by Harvard for selected candidates. It was soon after adopted with modifications by Princeton and Yale Universities, but now for the first time it is to replace (in 1918) the certificate system in the colleges which have most recently adopted it. Heretofore the certificate system has seemed to make almost uninterrupted progress. Only Harvard, Yale, Princeton, Columbia, Barnard, Haverford and Bryn Mawr Colleges had held out. The new method is less thoroughgoing than the old examination method but it is in part, at least for these women's colleges, a return

to the principles of that method. At present Columbia and Barnard Colleges are the only colleges aside from Bryn Mawr which require of every candidate an examination in fifteen entrance units. There has seemed to be no urgent reason for our adoption of any less exacting requirement. Our plan of including the school record in the consideration of the candidate's qualifications enables us to guard against injustice in individual cases.

The relation of age to proficiency in college work is a question of much interest: a small contribution on the subject

grew out of a study of last year's Freshman class in Columbia College. Nine members of the class were under sixteen years of age at the beginning of the college year; twenty-five

Relation of Age to Proficiency in College Work

more were under seventeen. A comparison of the records of the different age groups showed that in almost all particulars the records made by students were progressively worse for the older groups. The small fifteen year old group was the best of all, the sixteen year old students were next in order and so on up to the twenty-two year old group. This was not an unexpected result. The students who complete the elementary and secondary school courses in less than the normal time (usually twelve years) ordinarily possess some distinct advantage in ability or training. The opposite is true of those who require more than the normal time for the completion of their preparatory work.

The discussion which is very active in some quarters regarding the content and character of the work of the elementary schools has an obvious bearing upon entrance requirements but there is as yet nothing in this direction which calls for changes in our own.

One change of some importance has been made in the entrance requirements in the modern languages. The examination in those subjects will hereafter include an aural test in addition to the test previously required.

The candidate must know the language by sound as well as by sight.

Another change of minor importance was the addition of advanced French and advanced German to the subjects which

Addition of Advanced French and German might be offered for admission. As a rule the students who in the secondary schools have pursued one or more subjects beyond the most elementary stages seem to be

better students than those who have merely begun a great many different subjects. Many schools are now equipped to give a fourth year of work in at least one of the modern foreign languages. We wish to encourage students to take advantage of this opportunity and to come to college ready for advanced work. Of much greater importance was the change in the requirements for admission to Columbia College consequent upon the decision of the Columbia College Faculty to grant hereafter the A.B. degree alone and to remove Latin from the list of subjects prescribed for candidates for that degree. As Latin is no longer to be required in college it has been made elective as an entrance subject.

One important change has been made in the requirements for matriculation in the graduate schools. Previously such

Requirements for Matriculation in Graduate Schools admission was granted not only to students whose earlier education was a standard college course but also, though with correspondingly increased residence requirements,

to those whose college training might be rated as equivalent to only three years of standard college work. At present no student is admitted to graduate standing until his previous education is rated as equivalent to a standard college course. Those who fall short of this may complete the entrance requirements in one of the undergraduate schools, or, in some cases, as non-matriculated students in the University.

The rating of the work done by other colleges is a matter which affects the work of the committee at various points.

Rating of Work Done by Other Colleges Students entering as undergraduates by transfer from other colleges as well as those entering graduate and professional

schools must have their previous work evaluated. To rate the work of another college is an unwelcome task, but one which,

fortunately for the committee, is assigned not to it but to the Secretary of the University Council. To grant too much credit for work done in an inferior college is to cheapen our degrees and to encourage inferior institutions at the expense of those which are superior. The rating of foreign institutions is also a matter of growing significance. It is particularly important in its bearing upon admission to professional schools, above all to the School of Medicine since compliance with the law requires that the interpretation which we put upon foreign credentials shall be in harmony with that put upon them by those who administer the laws. The Education Department of the State of New York has given much attention to the valuation of foreign credentials and has worked out a comprehensive table of values. As a result of a conference between representatives of the State Education Department and representatives of the University we are now in substantial agreement with the authorities of the State in this matter.

The requirements for admission to the study of medicine will be increased in 1918 to 72 points of college work including two years of college Chemistry instead of one as hitherto, besides the present requirement in physics, biology and foreign language.

Medicine

In 1917 the requirements for admission to the School of Architecture will be two years of college work for all students. It has been possible heretofore for students to enter as candidates for the certificate of proficiency upon passing examinations which presupposed only a secondary school training.

No changes of importance have been made in the entrance requirements of any of the other schools of the University, though a change in the curriculum of the School of Journalism to go into effect in 1918 is substantially a change in the requirements for admission to the more advanced portion of the course of study. The course will be five years in length and the first two years will be nontechnical and under the control of the College Faculty. This puts the requirements for admission to the professional study

of Journalism on substantially the same basis as those of the other professional schools in the University.

The School of Business organized in the course of the year also follows the practice of requiring college preparation. The amount of preparation is, in the case of this school, two years of college work including the study of English and either French or German for two years, and of history, economics, mathematics, commercial geography and Spanish for one year each.

For the work of the future I would urgently ask on behalf of the committee the most complete coöperation of every member of the University. Suggestions looking toward better methods of administration will be welcome. The work of the Committee is for the University as a whole and not simply for the several faculties and boards. The Committee strives to maintain the University point of view in dealing with every candidate. It regards its task as a University enterprise and as such it claims the help of the whole University.

Respectfully submitted,

Adam Leroy Jones,

Director

June 30, 1916

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,

SIR:

I have the honor to present the report of the Secretary of the University for the year 1915–1916, and beg also to call attention to the reports printed as appendices thereto.

From the point of view of the Office of the Secretary, the

most important happening of the year 1915-1916 was the turning over to the Office, by the Trustees, of the University Bureau of Printing and its transformation into Printing the University Printing Office. This procedure Office committed the University to a thorough trial of the University printing idea, an idea which has been uppermost in the minds of some University officers for a number of vears. References to it and arguments as to its benefits will be found running through the reports of the Secretary of the University for many years back. The whole idea revolves around the endeavor to dress the printed communications of Columbia University to the public in a proper academic costume. The University Printing Office feels its responsibility for placing all publications bearing the name of the University or the names of her scholars on a plane as a physical product with the scholarship of the message as a product of the intellect. It is hoped that the work of Columbia scholars will be given even greater force through the medium of a carefully studied and dignified printed page. There is no expectation of saving money on printing. There is, however, every expectation of securing the very best quality of work at a price but very little, if any, in excess of the University's present expenditure for more or less inconsistent work.

The University Printing Office was really started in 1906 when Dean Frederick P. Keppel, then Secretary of the University, purchased and installed a duplicating machine. For several years the Office of the Secretary used the duplicating machine with success and with a great deal of convenience to the University in general. The wisdom of the purchase once established, it seemed that the business of duplicating was more logically a part of the work of the Bureau of Supplies than it was of that of the Office of the Secretary, and accordingly, in 1910, Mr. Danielson, Bursar and Chief of the Bureau of Supplies, took over and operated the duplicating machine in East Hall. The volume of business grew so rapidly as to call for a second duplicating machine and a folder and so changed in character as to include material which could more economically and more fittingly be printed on a small press. A small job press was purchased in 1912. The amount of work continued to increase and Mr. Danielson increased his facilities, but each betterment in the equipment of the Bureau of Printing widened its scope and consequently increased its work in quantity and variety. The relations of space and equipment on one side and the volume of business on the other reached an acute stage in the fall of 1914. Antedating the Bureau of Printing by a number of years was the printing plant of Columbia Spectator. In 1902 Spectator installed its own printing machinery in the basement of East, then College, Hall. The plant consisted of a typesetting machine and a large job press. The ambitions of each succeeding business manager of Spectator added to the equipment of the little plant until it contained a good deal of well meaning but not very efficient machinery. The entire outfit which had in the meantime been moved from College to West Hall and thence to the vault of Journalism just about reached in 1914 a state of complete dilapidation when it was realized by the managing board of Spectator and by the Directors of the Columbia Students Publishing Company that the difficulties of manufacture were more than the students should undertake in addition to the editorial and business direction of the paper. Arrangement for the sale of the Spectator machinery to the Bureau of Printing was made, but the formalities had hardly been completed and title passed when the *Spectator* equipment imitated very successfully the one-hoss shay of Dr. Holmes, leaving behind only an inventory of what might have been. An outlay of several thousand dollars was needed at once in order that the Bureau of Printing could carry out its contract for the printing of *Spectator*. The Secretary of the University advanced from his office appropriation for printing the first instalment on the purchase of a new typesetting machine and a new cylinder press.

With the Bureau of Printing and the Spectator plant combined in a single shop in the vault of the Journalism Building Mr. Danielson was in a position to attempt a great variety of work. Very few, if any, businesses can be run without working capital, and as Mr. Danielson had none, the difficulties which he met in the operation of his plant were most discouraging but he would not give up. During the year 1915-1916 it was suddenly discovered that Mr. Danielson's enthusiasm for University printing had led him to build up an activity which although simply an adjunct to his position as Bursar was in a fair way to engulf him. A theory of organization came to the rescue. It was discovered or maybe only remembered that printing, as Columbia University is organized, is the prerogative of the Secretary of the University and has no connection with the Office of the Bursar or the Bureau of Supplies. The Secretary who had inherited printing ideals from his predecessor cheerfully accepted the theory, thinking that at last the time had come when the University was to seize the opportunity that lies in University printing and made preparations for taking over the Bureau on July 1, 1916. Between June 24 and July 10, 1916, the Journalism vault was transformed from the Bureau of Printing, which had grown almost one piece of type and one piece of second-hand machiery at a time, into a modern shop known as the University Printing Office, fitted with the most up-to-date printing machinery and steel equipment that has been devised. The technical direction of the Printing Office is in the hands of Mr. Douglas C. McMurtrie who planned the layout of

the shop, superintended the installation of the machinery, and organized the staff. A year will do much to prove or disprove the validity of the arguments for University printing by a University plant.

The system of student loan funds, although limited in scope, is now working very satisfactorily. The Students' Loan Fund, the Shoemaker Loan Fund and Student Loan the Payne Loan Fund are available for students Funds in any part of the University; the Class of '86 Loan Fund, the Class of '87 Mines Loan Fund and the Class of '70 Mines Loan Fund are available only for students in the Schools of Engineering. There is a small loan fund of \$75 restricted to the use of law students and \$2,000 from the George Blumenthal, Jr., Scholarship Fund has now become available annually for loans to students in the School of Medicine. These funds make it possible to give some measure of assistance to almost everyone who really needs it. The usefulness of the funds, however, depends entirely upon their activity, and, for this reason, it is possible to advance money in but small amounts and for but a very short time to any given individual. In consequence, it is impossible to give assistance to those students who can not pay any of their expenses and are desirous of borrowing \$500 or more for a given year and can not be expected to repay the loan until after graduation.

Particular attention is called to the very excellent report of the Secretary of Appointments, which makes it seem that the time has come for providing further support for carrying on and extending this very important side of the University's work. Student employment is not without its evils, but as the self-supporting student seems to have come to stay, it is necessary that he have some guidance in order, if possible, to protect him against himself and to prevent his buying his education at too exorbitant a price. The employment work began in a very humble way in the office of the Secretary of the University, and, although it has grown to the dignity of an office of its own, it receives but meager financial support. Not only has the Secretary of Appointments built up the

work in student employment but he has also made great headway in the important work of securing permanent positions for graduates. If he were given further clerical assistance in order that more of his time could be given to aggressive, constructive work, both students and younger alumni would quickly benefit. It is not amiss to draw attention to the possible advantages in relating the Appointments Office with the administration of scholarship and loan funds. These functions might be lodged in one individual, to the end that such assistance as the University can give to its students might be more equally distributed.

The student organizations of the University, both athletic and non-athletic, had a successful year during 1915-1916. The restoration of football met with a response on the part of students, faculty and alumni Organizations that was truly gratifying and, although the football trial is still very young, it has made a distinct impression; and those who are closest to these student organization problems and are giving them the most careful thought are beginning to wonder whether the solution of the Columbia College problem of self-preservation in a big university and the development of all branches of undergraduate activity as well do not demand the restriction of all extra-curricular activities to the students of Columbia College. This feeling made itself felt in the proposal of the students themselves as represented on the University Committee on Athletics in 1914-1915 that membership in varsity teams be restricted to non-degree holding students, except in the case of students holding degrees from Columbia College. Taken in connection with the generally accepted four year rule, this proposal, which was adopted by the Committee, in effect confines competition to the students of the College.

A great deal is said and written in regard to the time, money and energy spent by college students in intercollegiate athletics. It is a very open question, however, whether the matter of time, energy and money spent in the so-called non-athletic activities is not a greater menace to the object for which a student supposedly goes to college than are the

sports. The latter at least provide healthful exercise and recreation.

The Committee on Student Organizations has made some modifications in the rules governing eligibility, endeavoring by the changes to make the rules so simple that their application will be obvious and not open to difference of opinion. The rules as modified are as follows:

ELIGIBILITY AS DETERMINED BY STANDING IN SCHOLARSHIP

Any student, in order to be eligible to represent the University in any contest, performance, or organization—athletic or non-athletic—or on any publication, must fulfil the following requirements:

- I. (a) He either must be free of entrance conditions, or, if conditioned, must be taking a program which will, if satisfactorily completed, free him of conditions within one year from entrance, or have made definite arrangements for removing the condition at some specific time.
- (b) If in the College or School of Business, he must not be on probation; he must have secured credit for fifteen points during the previous half-year (if the Dean has approved a program of less than 15 points, credit for the entire program must be secured) or, at the beginning of the current half-year, have to his credit, a minimum of points for previous half-years completed as follows:

At the beginning of the second half-year	12
At the beginning of the third half-year	26
At the beginning of the fourth half-year	41
At the beginning of the fifth half-year	58
At the beginning of the sixth half-year	73
At the beginning of the seventh half-year	88
At the beginning of the eighth half-year	106

If in the Schools of Law, Engineering, Medicine, or Pharmacy, except as hereinafter provided for candidates for the degree of Master of Laws and Master of Science, he must be registered with the class or group in which he entered; i. e. must be taking a majority of his hours therein.

If in the School of Journalism, he must be registered in the

class or group with which he entered and he must have to his credit with a grade of at least C all prescribed courses of the

previous half-year.

If a candidate for the Degree of Master of Arts, Master of Science, Master of Laws, or Doctor of Philosophy, he must be taking at least four full courses and must not have been in residence longer than the minimum period required for the degree for which he is a candidate.

If in the School of Architecture, he must be a regularly registered candidate for the Degree or Certificate, must at the beginning of the current half-year have had to his credit the full number of points for the term preceding and must at the time of his application be properly registered for all required work for his year.

If in Teachers College, he must receive the approval of the

Dean

If primarily registered in Extension Teaching, a student is not eligible.

(c) In case he has been dropped from his class or from any school or department of the University by reason of his deficiencies, he must thereafter have completed satisfactorily a half-year's work.

Any candidate for a team, crew or association, or a member thereof, representing the University in a public contest or performance, or a manager or assistant manager who shall seem to his Dean or Director during the term or year sufficiently neglectful of the work to warrant such action, may be reported to the Committee on Student Organizations and may thereupon be declared ineligible.

Any change in registration from the matriculated to the non-matriculated class, or vice versa, or from one school or department to another, shall not make an otherwise ineligible

student eligible.

ADDITIONAL REQUIREMENTS FOR NON-MATRICULATED STUDENTS

(a) Any non-matriculated student, in order to be eligible, must have satisfied the entrance requirements of the school

in which he is registered, or have been in the University at least one academic year during which a satisfactory year's work shall have been completed by him,

- (b) Must be registered for a full year's or term's work.
- (c) Must, in the absence of required examinations in any of his studies, file with the Registrar a certificate from the official in charge of his course that he is satisfactorily fulfilling his requirements.

A year's or term's work shall be interpreted as involving the following minimum hour requirements:

For the College and the School of Business For Mines, Engineering and Chemistry At least 15 hours per week

Including laboratory work
Without laboratory work
For the School of Law
For the School of Journalism

At least 21 hours per week At least 15 hours per week At least 13 hours per week At least 18 hours per week

Any student absent from a lecture, recitation, class, or laboratory work, due to a contest or performance previously approved by the Committee on Student Organizations, shall be excused for such absence, but he shall be held responsible for the subject matter, and the absence shall be included in and shall in no individual case exceed the maximum number of absences permitted to any student without penalty.

Absence on account of rehearsals and practice and absences from examinations shall not be so excused.

Legislation The following items of important legislation were passed during the year:

The discontinuance of degree of Bachelor of Science in Columbia College.

The extension of curriculum of the School of Journalism from four years to five.

The establishment of degree of Master of Laws, to be conferred upon graduate students in Law.

The establishment of degree of Master of Science, to be conferred upon graduate students in Engineering, in Medicine, in Architecture, and in Practical Arts.

The establishment of a Department of Educational Research, such Department to be charged with the work of instruction and research leading to the degree of Doctor of Philosophy for all candidates for that degree electing Education as their major subject.

The establishment of the School of Business

The establishment of a School of Dentistry on university lines so soon as adequate funds are provided to carry on such School.

The admission of women to the Medical School so soon as proper physical accommodations can be provided for them.

The establishment of degree of Bachelor of Science in Business.

The establishment of degree of Bachelor of Science in Medicine, to be granted to students who are not eligible for the Bachelor's degree in Columbia College at the end of the successful completion of two years in the College of Physicians and Surgeons.

The change of the entrance requirements for the Medical School by substituting for any two years of work in an acceptable college or scientific school, two years of work that shall contain certain specified subjects of study; such change to go into effect July 1, 1918.

The designation of the first half of the academic year as the Winter Session, and of the second half of the academic year as the Spring Session.

The adoption of new agreement with Teachers College.

The extension of Medical School curriculum from four years to five, contingent upon financial ability and suitable hospital arrangements.

Respectfully submitted,
Frank D. Fackenthal,
Secretary

June 30, 1916

APPENDIX 1

UNIVERSITY AND ENDOWED FELLOWSHIPS

- 1. Former Fellows who now hold appointments in Columbia University:
- BLISS, W. R. University Fellow, Bacteriology, 1911–1912; Medical Student and Student Assistant, 1915–1916; M.D., 1916.
- BREWSTER, DOROTHY. Special Fellow, English, 1911–1912; Ph.D., 1913; Assistant, Extension Teaching, 1913–1914; Instructor, Summer Session, 1914; (Reader in English, Bryn Mawr College, 1914–1915); Instructor, Extension Teaching, 1915–1916.
- Chaddock, R. E. University Fellow, Sociology, 1906–1907; Ph.D., 1908; Assistant, Economics, 1907–1909; (Instructor, Assistant Professor, Economics, University of Pennsylvania, 1909–1911); Assistant Professor, Statistics, 1911–1912; Associate Professor, 1912–1916.
- Debatin, F. M. University Scholar, Classical Philology, 1913–1914; Drisler Fellow, 1914–1915; Instructor, Classical Philology, 1915–1916.
- Demarest, I. C. Mitchell Fellow, 1908–1910; Drisler Fellow, 1910–1911; Instructor, Classical Philology, 1911–1915.
- Graham, W. J. University Scholar, English, 1911–1912; Fellow, 1914–1915; (Instructor, Western Reserve University, 1912–1914); Assistant, English, Barnard College, and Graduate Student, Columbia University, 1914–1916.
- HAEBERLIN, H. K. University Fellow, Anthropology, 1914-1915; Research Assistant, 1915–1916.
- HAIG, R. M. Garth Fellow, 1911–1912; Ph.D., 1914; Instructor, Economics, 1912–1916; Assistant Editor, *Political Science Quarterly*, 1912–1914; Expert, Committee on Taxation, New York City, 8 mmers 1914 and 1915.

- HAYES, C. J. H. University Fellow, History, 1905–1906; Ph.D., 1909; Lecturer, History, 1907–1910; (Assistant Professor, University of Chicago, 1911); Assistant Professor, 1910-1915, Associate Professor, 1915–1916.
- Kendrick, B. B. Schiff Fellow, 1910–1911; A.M., 1911; Instructor, History, 1912–1915; Ph.D., 1915; Assistant Professor, 1915–1916.
- LIVINGSTON, A. A. University Scholar, Romance Languages, 1905–1906; Fellow, 1907–1908; Tutor, 1909–1910; Ph.D., 1910; (Instructor, Smith College, 1908–1909; Assistant Professor, Cornell University, 1910–1911); Assistant Professor, 1911–1916.
- Messer, W. S. University Fellow, Classical Philology, 1909—1910; Gottsberger Fellow, 1910—1911; Instructor, Classical Philology, 1911—1916.
- Moon, P. T. Mitchell Fellow, 1913–1914; Gilder Fellow, 1914–1915; Instructor, History, 1915–1916.
- Pang, C. M. Mitchell Fellow, 1914–1915; University Scholar, English, 1915–1916; Instructor, Extension Teaching, 1915–1916.
- Pegram, G. B. Tyndall Fellow, 1907–1908; Instructor, Physics, 1908–1909; Adjunct Professor, 1909–1910; Assistant Professor, 1910–1912; Associate Professor, 1912–1915; Professor, 1915–1916.
- Porterfield, A. W. Schurz Fellow, 1905–1906; Tutor, German, 1907–1910; Ph.D., 1911; Instructor, 1911–1916.
- Ross, F. A. Gilder Fellow, 1913–1915; Assistant, Sociology, 1915–1916; Lecturer, Extension Teaching, 1915–1916.
- SAIT, E. McC. University Scholar, Linguistics, 1905–1906; University Fellow, Political Science, 1906–1907; Curtis Fellow, 1907–1908; Ph.D., 1911; (Instructor, College of the City of New York); Lecturer, 1909–1911; Instructor, 1911–1912; Assistant Professor, 1912–1916.
- Schulze, H. H. L. Schurz Fellow, 1906–1907; Instructor, Germanic Languages and Literatures, 1909–1915; Assistant Professor, 1915–1916.
- Shenton, H. N. University Fellow, Sociology, 1911–1912; Assistant, Sociology, 1912–1915; Instructor, 1915–1916.

- Tucker, D. S. Schiff Fellow, 1913–1914; Lecturer, Economics, 1914–1916; Extension Teaching, 1914–1916.
- VAN DOREN, CARL. University Scholar, English, 1908–1909; Fellow, 1909–1910; Instructor, 1911–1914; Assistant Professor, 1914–1916.
- Webb, H. W. University Scholar, Physics, 1905–1906; Fellow, 1906–1907; Barnard Fellow, 1907–1908; Tyndall Fellow, 1908–1909; Ph.D., 1909; Instructor, Physics, 1909–1914; Assistant Professor, 1914–1916.
- Weinrich, M. F. University Fellow, Astronomy, 1908–1909; Ph.D., 1909; Instructor, Physics, 1911–1916.
- Wright, E. H. University Scholar, English, 1906–1907; Proudfit Fellow in Letters, 1907–1909; Ph.D., 1910; Instructor, English, 1910–1913; Assistant Professor, 1913–1916.
- 2. Former Fellows who have held appointments in Columbia University:
- Anderson, B. McA. Garth Fellow, 1910–1911; Ph.D., 1911; Instructor, Economics, 1911–1913; Assistant Professor, Harvard University, 1913–1916.
- Balz, A. G. A. University Fellow, Philosophy, 1912–1913; Assistant, 1913–1914; Adjunct Professor, University of Virginia, 1914–1916.
- BATES, E. S. University Fellow, English, 1905–1906; Ph.D., 1908; Tutor, English, 1907–1908; Professor, University of Arizona, 1908–1915; Professor University of Oregon, 1915–1916.
- BATES, J. S. Goldschmidt Fellow, 1912–1913; Assistant, Engineering Chemistry, 1911–1912.
- BECKER, F. C. University Fellow, Philosophy, 1906–1907; Assistant, 1907–1909; Lecturer, 1912–1913.
- BLUMBERG, H. University Scholar, Mathematics 1908–1909; Fellow, 1909–1910; Instructor, Summer Session, 1907.
- BOOGE, J. E. University Scholar, Chemistry, 1914–1915; Fellow, 1915–1916; Ph.D., 1916; Instructor, Summer Session, 1915.

- Brainin, C.S. Barnard Fellow, 1908–1911; Assistant, Physics and Astronomy, 1911–1915.
- CATLIN, W. B. University Fellow, Political Economy, 1907–1908; Instructor, Sociology, Summer Session, 1909.
- Chapin, F. S. University Scholar, Sociology, 1909–1910; Fellow, 1910–1911; Instructor, Summer Session, 1910.
- CHITTICK, V. L. O. University Fellow, English, 1910–1911; Instructor, Summer Session, 1911.
- CHRISTENSEN, N. C., Jr. University Fellow, Geology, 1911–1912; Lecturer, 1912–1913.
- CLARK, E. D. University Fellow, Biological Chemistry, 1909–1910; Ph.D., 1910; Instructor, 1910–1911; Assistant, 1911–1913.
- COLBY, E. Proudfit Fellow in Letters, 1912–1913 and 1915–1916; Instructor, English, 1914–1915.
- DAVIS, C. E. Goldschmidt Fellow, 1913–1914; Assistant, Chemistry, 1912–1913; Summer Session, 1913; Assistant, Engineering Chemistry, 1914–1915; Ph.D., 1915; Assistant Professor, Chemistry, State Agricultural College, Utah, 1915–1916.
- Davis, W. W. University Fellow, History, 1907–1908; Lecturer, History, 1908–1909; Ph.D., 1913; Assistant Professor, University of Kansas, 1910–1914; Associate Professor, 1914–1916.
- Eastman, M. University Fellow, Philosophy, 1908–1909; Assistant, Philosophy, 1909–1910; Associate, 1910–1911.
- FARR, C. H. University Fellow, Botany, 1914–1915; Instructor, Summer Session, 1915; Cutting Fellow, 1915–1916.
- Graves, G. H. University Scholar, Mathematics, 1908–1910; Fellow, 1910–1911; Ph.D., 1914; Instructor, Mathematics, 1911–1915; Instructor, Purdue University, 1915–1916.
- Haas, G. C. O. Gottsberger Fellow, 1905–1906; Assistant, English, Summer Sessions, 1902–1906; Ph.D., 1909; Tutor, College of the City of New York, 1904–1911; Instructor, 1911–1916.
- HAINES, C. G. Curtis Fellow, 1905–1906; Instructor, Politics, Summer Session, 1911.

- Hall, W. P. University Scholar, European History, 1906—1907; Fellow, 1908—1909; Instructor, Extension Teaching, 1911—1912; Summer Session, 1913; Ph.D., 1913; Instructor, Amherst College; Instructor, Princeton University; Assistant Professor, 1915—1916.
- Hartwell, G. W. University Fellow, Mathematics, 1905–1906; A.M., 1906; Ph.D., 1909; Lecturer, Mathematics, 1906–1908; Assistant Professor, University of Kansas, 1908–1909; Professor, Hamlin University, 1909–1916.
- Hyde, J. E. University Scholar, Geology, 1906–1907; A.M., 1907; Fellow, 1907–1908; Ph.D., 1912; Assistant, Paleontology, 1909–1911; Assistant, Harvard University, 1908; Assistant Professor, Geology, Queens University, 1911–1915; Associate Professor, Western Reserve University, 1915–1916.
- James, H. G. University Fellow, Administrative Law, 1910–1911; Ph.D., 1911; Special Fellow, Lecturer at Leipsic University, 1911; Associate Professor and Director, Bureau of Municipal Research, University of Texas.
- KNIGHT, S. H., University Scholar, Geology, 1913–1914; Assistant, Paleontology, 1914-1915; Fellow, 1915-1916.
- KOENIG, N. A. University Scholar, Semitic Languages, 1905–1906; Fellow, 1906–1907; Ph.D., 1908; Gottheil Lecturer, 1910–1913.
- LAWSON, C. F. Proudfit Fellow in Letters, 1906–1907; Assistant, English, 1907–1908; Head, English Department, Friends' Central School, Philadelphia, Pa.
- Lincoln, F. C. University Scholar, Geology, 1905–1906; Fellow, 1906–1907; Assistant, Physics, 1905–1906; Ph.D., 1911; Professor, Geology and Mineralogy, Montana School of Mines, 1907–1910; Assistant Professor, Mining Engineering, University of Illinois, 1911–1913; Director, Mackay School of Mines, 1914–1916.
- LINGLEY, C. R. Schiff Fellow, 1905–1906; Ph.D., 1910; Instructor, Summer Session, 1915; Assistant Professor, Dartmouth College, 1907–1916.

- Lucas, D. R. University Fellow, Physiological Chemistry, 1907–1908; Ph.D., 1908; Instructor, Summer Session, Physiology, 1915.
- McClure, M. T., Jr. University Fellow, Philosophy, 1911–1912; Ph.D., 1912; Instructor, Philosophy, 1912–1915; Assistant Professor, Tulane University, 1915–1916.
- McGovney, D. O. University Fellow, International Law, 1905–1906; (Instructor, Law, University of Illinois, 1907–1908; Professor, Tulane University, 1908–1914; Professor, University of Missouri, 1914–1916); Instructor, Summer Session, 1915.
- Manning, E. D. Mosenthal Fellow, 1910–1911; Instructor, Extension Teaching; Instructor, Oberlin College; Supervisor of Music, New York City Public Schools.
- Marvin, H. H. University Scholar, Physics, 1908–1909; Tyndall Fellow, 1909–1910; Ph.D., 1912; (Instructor, Massachusetts Institute of Technology, 1911–1912; Assistant Professor, Tufts College, 1912–1916); Instructor, Summer Session, 1911.
- MILES, D. H. University Fellow, Comparative Literature, 1909–1910; Ph.D., 1910; Instructor, Extension Teaching, 1910–1914; Teacher, New York City High Schools, 1911–1016.
- Nelms, W. S. University Scholar, Physics, 1907–1908; Assistant, 1908–1912; Tyndall Fellow, 1912–1913; Ph.D., 1913; Assistant Professor, Georgia School of Technology, 1913–1916.
- Ogden, C. J. University Scholar, Greek, 1905–1906; Drisler Fellow, 1906–1907; Ph.D., 1909; Assistant, Classical Philology, 1908–1910.
- POTEAT, H. McN. Drisler Fellow, 1908–1910; Assistant, Chemistry, 1913–1914.
- REJALL, A. E. University Fellow, Psychology, 1908–1909; Assistant, 1912–1914.
- RISTINE, F. H. University Scholar, English, 1906–1908; Fellow, 1908–1909; Ph.D., 1910; Instructor, 1911–1912; Acting Professor, Wabash College, 1909–1910; Professor, Hamilton College, 1912–1916.

- Strong, E. K. University Fellow, Psychology, 1910–1911; Special Fellow, 1911–1912; Instructor, Extension Teaching, 1912–1914.
- UPHAM, A. H. University Fellow, Comparative Literature, 1905–1906, 1906–1907; Ph.D., 1908; Instructor, Summer Session, 1914; Associate Professor, English, Miami University, 1906–1908; Professor, 1908–1910; Associate Professor, English Literature, Bryn Mawr College, 1910–1913; Professor, Miami University, 1913–1916.
- VAN TUYL, F. M. University Fellow, Geology, 1912–1913; Assistant, Paleontology, 1913–1914.
- Wells, F. L. University Fellow, Psychology, 1905–1906; Ph.D., 1906; Assistant, 1906–1907; Lecturer, 1907; 1910–1912.
- WHICHER, C. F. University Scholar, English, 1910–1912; Fellow, 1912–1913; Ph.D., 1915; Instructor, Summer Session, 1914.
- ZANDSTRA, S. University Fellow, Semitic Languages, 1908–1909; Gottheil Lecturer, 1909–1910.
- 3. Former Fellows who hold or have held academic appointments in other institutions:
- ALEXANDER, C. M. Goldschmidt Fellow, 1914–1915; Ph.D., 1915; Instructor, Chemistry, State University of Iowa; Chief Chemist, Gulf Refining Company.
- Anderson, B. McA. (See Columbia, former appointees.)
- Arner, G. B. L. University Scholar, Sociology, 1906–1907; Fellow, 1907–1908; Instructor, Princeton University, 1908–1909; Instructor, Dartmouth College, 1909–1911; Statistician, Ohio State Board of Health.
- BALZ, A. G. A. (See Columbia, former appointees.)
- BATES, E. S. (See Columbia, former appointees.)
- Benson, A. B. University Scholar, German, 1909–1910; A.M., 1910; Fellow, 1910–1911; Ph.D., 1914; Instructor, Dartmouth College, 1911–1914; Instructor, Yale University, 1914–1916.
- Benson, H. K. University Fellow, Physical Chemistry, 1906–1907; Ph.D., 1909; Acting Professor, Chemistry, Univer-

- sity of Washington, 1907–1908; Associate Professor, Industrial Chemistry and Director, Bureau Industrial Research, 1912–1916.
- Bellinger, F. Mosenthal Fellow, 1908–1909; Ph.D., 1910; Director, Music Department, College of St. Elizabeth.
- BLAKE, F. C. Tyndall Fellow, 1905–1907; Assistant Professor, Physics, Ohio State University, 1907–1912; Professor, 1912–1916.
- BLAKEY, L. S. University Scholar, Economics, 1907–1908; Schiff Fellow, 1908–1909; Ph.D., 1912; Assistant Professor, Cornell University, 1912–1915; Assistant Professor, University of Minnesota, 1915–1916.
- Blumberg, H. University Scholar, Mathematics, 1908–1909; Fellow, 1909–1910; Ph.D., Goettingen University, 1912; Instructor, University of Nebraska, 1913–1914; Assistant Professor, 1914–1916.
- Bole, G. A. Barnard Fellow, 1911–1912; Instructor, Science, University of Porto Rico, Summer, 1910; Instructor, Chemistry, Alfred University, 1912–1913; Professor, 1913–1916.
- Brewster, D. (See Columbia appointees.)
- CARPENTER, RHYS. Drisler Fellow, 1911–1913; Ph.D., 1916; M. A., Oxford University, 1914; Lecturer, Classical Archaeology, Bryn Mawr College, 1913–1915; Associate Professor, 1915–1916.
- Caldwell, W. E. University Fellow, History, 1914–1915; Instructor, Indiana University, 1915–1916.
- CATLIN, W. B. University Fellow, Economics, 1907–1908; Instructor, Cornell University, 1909–1910; Assistant Professor, Bowdoin College, 1910–1912; Professor, 1912–1916.
- CHADDOCK, R. E. (See Columbia appointees.)
- Chapin, F. S. University Scholar, Sociology, 1909–1910; Ph.D., 1911; Fellow, 1910–1911; Instructor, Simmons College, 1911; Instructor, Wellesley College, 1911–1912; Instructor, Smith College, 1912–1914; Assistant Professor, 1914–1915; Associate Professor, 1915–1916.
- CHAPMAN, P. A. University Fellow, Romance Languages and

- Literatures, 1912–1913; Instructor, Princeton University, 1913–1916.
- Сніттіск, С. L. O. University Fellow, English, 1910–1911; Instructor, University of Washington.
- CLARKE, E. L. University Scholar, Sociology, 1912–1913; Fellow, 1913–1914; Assistant Professor, Hamilton College.
- COKER, F. W. University Fellow, Philosophy, 1905–1906; Ph.D., 1910; Instructor, University of Missouri, 1907–1909; Instructor, Princeton University, 1909–1911; Assistant Professor, Ohio State University, 1911–1914; Professor, 1914–1916.
- CRANDALL, H. W. Schiff Fellow, 1914–1915; Instructor, History and Social Science, Connecticut College for Women, 1915–1916.
- Cushman, R. E. Curtis Fellow, 1913–1914; Instructor, Political Science, University of Illinois, 1915–1916.
- DAVIS, C. E. (See Columbia, former appointees.)
- DAVIS, W. W. (See Columbia, former appointees.)
- Dewey, F. A. University Fellow, Sociology, 1912–1913; Ph. D., 1915; Lecturer, Bryn Mawr College, 1913–1915.
- DEXTER, J. S. University Scholar, Zoölogy, 1912–1913; Fellow, 1913–1914; Ph.D., 1914; Professor, Olivet College, 1914–1915; Assistant Professor, University of Arkansas, 1915–1916.
- Eastman, S. M. Curtis Fellow, 1911–1912; Professor, History, Calgary College, 1912–1915; Professor, University of British Columbia, 1915–1916.
- EGERTON, F. N. University Fellow, Physics, 1911–1912; Instructor, Physics and Electrical Engineering, Trinity College, 1913–1914; Instructor, Electrical Engineering, Princeton University, 1914–1916.
- FERGUSON, J. D. University Fellow, English, 1913–1915; Ph. D., 1916; Instructor, Heidelberg University, 1915–1916.
- FORSYTHE, R. S. University Scholar, English, 1911–1912; Fellow, 1912–1913; Ph.D., 1914; Instructor, Western Reserve University, 1914–1916.
- Gehlke, C. E. University Scholar, Sociology, 1908–1909; Schiff Fellow, 1909–1910; Ph.D., 1914; Instructor, West-

ern Reserve University, 1911–1915; Assistant Professor, 1915–1916.

GEPHART, W. F. University Fellow, Economics, 1908–1909; Ph.D., 1909; Assistant Professor, Ohio State University, 1910–1913; Professor, Washington University, 1913–1916.

GILBERT, J. H. University Scholar, Economics, 1905–1906; Garth Fellow, 1906–1907; Ph.D., 1907; Instructor, University of Oregon, 1907–1908; Assistant Professor, 1913–1916.

GORDON, C. E. University Fellow, Geology, 1905–1906; Ph.D., 1911; Professor, Zoölogy and Geology, Massachusetts Agricultural College, 1915–1916.

GORTNER, R. A. University Fellow, Chemistry, 1908–1909; Ph.D., 1909; Associate Professor, University of Minnesota, Soil Chemistry, 1914–1916.

GRAHAM, W. J. (See Columbia appointees.)

GRAVES, G. H. (See Columbia, former appointees.)

HALL, W. P. (See Columbia appointees.)

HARPER, S. N. University Fellow, Political Science, 1909–1910; Lecturer, Russian History, Liverpool University; Assistant Professor, Russian Languages and Institutions, University of Chicago, 1914–1916.

HARTWELL, G. W. (See Columbia, former appointees.)

HARVEY, E. N. University Scholar, Zoölogy, 1910–1911; Fellow, 1909–1910; Instructor, Physiology, Princeton University; Assistant Professor, 1915–1916.

HILKEY, C. J. University Scholar, Political Science, 1908–1909; Fellow, 1909–1910; Ph.D., 1910; Instructor, Dartmouth College, 1910–1913.

HYDE, J. E. (See Columbia, former appointees.)

Jacobstein, M. Garth Fellow, 1905–1906, 1908–1909; Gottsberger Fellow, 1907–1908; Instructor, Economics, University of North Dakota, 1909–1910; Assistant Professor, 1910–1913; Assistant Professor, University of Rochester, 1913–1916.

JAMES, H. G. (See Columbia, former appointees.)

Kanolt, C. Barnard Fellow, 1905–1907; Instructor, Chemistry, Western Reserve University, 1906–1909; Assistant

Physicist, U. S. Bureau of Standards, 1909–1913; Associate Physicist, 1913–1916.

Kendall, E. C. University Scholar, Chemistry, 1908–1909; Goldschmidt Fellow, 1909–1910; Ph.D., 1910; Head, Section of Chemistry, Mayo Clinic, and Assistant Professor, University of Minnesota, 1915–1916.

Kenney, J. F. University Fellow, History, 1909–1910; Professor, University of Toronto, 1910–1911; Assistant Edi-

tor, Public Archives of Canada.

Kern, F. D. University Fellow, Botany, 1910–1911; Ph.D., 1911; Associate Botanist, Purdue University Agricultural Experiment Station, 1911–1913; Collaborator, U. S. Bureau Plant Industry, 1911–1913; Professor, Pennsylvania State College; and Botanist, Pennsylvania Agricultural Experiment Station.

Knight, S. H. (See Columbia appointees.)

Lambuth, D. K. University Fellow, English, 1907–1908; Instructor, Dartmouth College, 1913–1915; Assistant Professor, 1915–1916.

LAUCKS, S. S. University Scholar, Administrative Law, 1910–1911; Fellow, Constitutional Law, 1911–1912; Instructor, Syracuse University, 1913–1914.

LINCOLN, F. C. (See Columbia, former appointees.)

LINGLEY, C. R. (See Columbia, former appointees.)

LIVINGSTON, A. A. (See Columbia appointees.)

McClure, M. T., Jr. (See Columbia, former appointees.)

McFall, R. J. University Scholar, Economics, 1913–1914; Garth Fellow, 1914–1915; Ph.D., 1916; Instructor, University of Michigan, 1915–1916.

McGovney, D. O. (See Columbia, former appointees.)

MARVIN, H. H. (See Columbia, former appointees, Fellows.)

MAY, C. E. University Fellow, Organic Chemistry, 1907–1908; Ph.D., 1908; Associate Professor, Indiana University, 1914–1916.

Moore, B. F. Curtis Fellow, 1908–1909; Ph.D., 1913; Instructor, Government, University of Michigan, 1909–1910; Assistant Professor, Political Science, George Washington University, 1910–1915; Lecturer, University

- of Wisconsin, 1913–1914; Special Agent, United States Commission on Industrial Relations, 1914–1915; Assistant Professor, Political Science, University of Kansas, 1915–1916.
- Nelms, W. S. (See Columbia, former appointees.)
- OGBURN, W. F. University Scholar, Sociology, 1909–1910; Fellow, 1910–1911; Ph.D., 1912; Instructor, Princeton University, 1911–1912; Professor, Reed College, 1912–1916. (Instructor, Summer School, University of California, 1915.)
- PAYNE, F. University Scholar, Zoölogy, 1907–1908; Fellow, 1908–1909; Assistant Professor, Indiana University, 1909–1912; Associate Professor, 1912–1916.
- Picard, M. William Mitchell Fellow, 1910–1911; Assistant Professor, Greek and Biology, Lincoln University, 1911–1912; Assistant Professor, Botany, Middlebury College, 1913; Student, General Theological Seminary, 1915–1916.
- PLATH, O. E. Carl Schurz Fellow, 1914–1915; Teaching Fellow, German, University of California, 1912–1913; Graduate Assistant, 1913–1914; Instructor, Modern Languages, Massachusetts Institute of Technology, 1915–1916.
- PORTER, G. H. University Scholar, History, 1907–1908; Fellow, 1908–1909; Ph.D., 1911; LL.M., 1915; Assistant Professor, Political Science, Ohio State University.
- POTEAT, H. McN. Drisler Fellow, 1908–1910; Ph.D., 1912; Professor, Latin, Wake Forest College, 1912–1916.
- RISTINE, F. H. (See Columbia, former appointees.)
- RYAN, W. C., Jr. Carl Schurz Fellow, 1910–1911; Instructor, German, University of Wisconsin, 1911–1912; Instructor, George Washington University, 1914–1916; Editor-in-Chief, United States Bureau of Education, 1914–1916.
- SAPIR, E. University Fellow, Linguistics and Anthropology, 1906–1907; Ph.D., 1909; Research Assistant, Anthropology, University of California, 1907–1908; Harris Research Fellow, University of Pennsylvania, 1908–1909; Instructor, 1909–1910; Head of Division of Anthropology, Geological Survey of Canada, 1910–1916.

Schlesinger, A. M. University Scholar, History, 1910–1911; Fellow, 1911–1912; Instructor, Political Science, Ohio State University, 1912–1913; American History, 1913–1914; Assistant Professor, 1914–1915.

SKIDMORE, M. University Fellow, Romance Languages, 1908–1911; Instructor, French, Dartmouth College, 1911–1913; Teacher, Spanish, University of Colorado, Summer, 1915; Assistant Professor, Romance Languages, University of Kansas, 1913–1916.

SMAIL, L. L. University Fellow, Mathematics, 1912–1913; Ph.D., 1913; Instructor, University of Washington, 1913–1916.

SMITH, R. M. University Scholar, English, 1908–1909; Fellow, 1911–1912; Ph.D., 1915. Instructor, English, Muhlenberg College; Instructor, Rhetoric, University of Minnesota; Professor, English, Westminster College, 1915–1916.

SMITH, W. M. Special Fellow, Mathematics, 1910–1911; Ph.D., 1912; Instructor, Lafayette College, 1911–1912; Assistant Professor, University of Oregon, 1912–1914; Professor, 1914–1915; Professor, Lafayette College, 1915–1916.

STREIGHTOFF, F. H. Garth Fellow, 1910–1911; Honorary Fellow, 1911–1912; Ph.D., 1913; Instructor, Economics, De Pauw University, 1913–1914; Assistant Professor, 1914–1916.

UPHAM, A. H. (See Columbia, former appointees.)

VAN DOREN, Carl. (See Columbia appointees.)

WATERMAN, T. T. University Fellow, Anthropology, 1909–1910; Ph.D., 1913; Instructor, Anthropology, University of California, 1910–1913; Assistant Professor, 1913–1916.

Weinrich, M. F. (See Columbia appointees.)

WHICHER, G. F. University Scholar, English, 1911–1912; Fellow, 1912–1913; Ph.D., 1915; Instructor, English, University of Illinois, 1914–1915; Associate Professor, English, Amherst College, 1915–1916.

WOODMAN, L. E. University Fellow, Physics, 1907–1908; Ph.D., 1910; Assistant Professor, Physics, University of Maine: Associate Professor, 1912–1916.

- YORK, H. H. University Fellow, Botany, 1905–1906; Instructor, Botany, University of Texas, 1906–1909; Assistant, Botany, Johns Hopkins University 1909–1910; University Fellow, 1910–1911; Assistant, Biological Laboratory, Cold Spring Harbor, 1906–1911; Instructor in charge of same, 1912–1916; Assistant Professor, Botany, Brown University, 1911–1916.
- ZIEGLER, V. University Fellow, Economic Geology, 1909—1910; A.M., 1910; Instructor, Geology, Pennsylvania State College, 1910—1911; Assistant Professor, Professor, Petrology and Mineralogy, Dakota School Mines, 1911—1914; Assistant Professor, Geology and Mineralogy, Colorado School of Mines, 1914—1916.
- Zons, F. W. University Fellow, Chemistry, 1910–1911; Ph.D., 1911; Assistant, College of the City of New York; Chief Chemist, Westinghouse Lamp Company.

UNIVERSITY AND ENDOWED SCHOLARSHIPS

- 1. Former Scholars who hold appointments in Columbia University:
- BIRD, J. M. University Scholar, Mathematics, 1913–1914; Assistant, 1914–1916; Instructor, Extension Teaching, 1915–1916.
- Boggs, N. T. University Scholar, Comparative Literature, 1906–1907; Instructor, Philosophy, 1915–1916.
- Bridges, C. B. Special Scholar, Zoölogy, 1910–1911; University Scholar, 1912–1914; John D. Jones Scholar, 1914–1915; Assistant, 1915–1916.
- CALDWELL, H. H. University Scholar, English, 1910–1911; Assistant, English, 1909–1910; Summer Session, 1910; Extension Teaching, 1910–1911.
- CLARK, D. L. University Scholar, English, 1911–1912; A. M., 1912; Instructor, Extension Teaching, 1913–1916.
- DEBATIN, F. M. (See Fellows.)
- FANSLER, D. S. University Scholar, English, 1906–1907; A.M., 1907; Ph.D., 1915; (Assistant Professor, University

of Philippines, 1910–1912; Associate Professor, 1912–1914); Special Lecturer, 1915–1916.

FISHER, H. L. University Scholar, Organic Chemistry, 1909–1910; A.M., 1910; Assistant, 1910–1911; (Instructor, Cornell University Medical College, 1911–1912); Ph.D., 1912; Instructor, 1912–1916.

Fox, D. R. University Scholar, American History, 1911–1912; A.M., 1912; Lecturer, 1912–1913; Instructor, 1913–1916.

GRAHAM, W. J. (See Fellows.)

Hughes, H. H. Special Scholar, English, 1909–1910; University Scholar, English, 1910–1911; Instructor, Extension Teaching, 1913–1916.

McBain, H. L. University Scholar, Constitutional Law, 1905–1906; Ph.D., 1907; Lecturer, Municipal Administration, 1913–1914; Associate Professor, Municipal Science and Administration, 1914–1916.

Nelson, J. M. University Scholar, Chemistry, 1905–1906; Ph.D., 1907; Tutor, Organic Chemistry, 1909–1910; Instructor, 1910–1914; Assistant Professor, 1914–1916.

OSBORNE, J. I. University Scholar, English, 1907–1909; Instructor, 1914–1916; (Rhodes Scholar, Oxford, 1911–1914; B.A., in English, Oxford, 1913).

PANG, C. M. (See Fellows.)

Plough, H. H. University Scholar, Zoölogy, 1914–1915; A.M., 1915; Assistant, 1915–1916.

REICHLING, G. A. University Scholar, German, 1912–1913; A.M., 1913; Instructor, Extension Teaching, 1913–1916.

SAIT, E. M. (See Fellows.)

Tanzola, J. J. University Scholar, Mathematics, 1914–1915; Instructor, Extension Teaching, 1915–1916.

TAYLOR, R. University Scholar, English, 1908–1909; Ph.D., 1911; Instructor, Extension Teaching; Instructor, English, 1913–1916.

VAN DOREN, Carl. (See Fellows.)

VEXLER, F. University Scholar, Romance Languages, 1909–1910; Instructor, Extension Teaching, 1915–1916.

Webb, H. W. (See Fellows.)

- WILKINS, L. A. University Scholar, Romance Languages, 1906–1907; A.M., 1907; Instructor, Extension Teaching, 1915–1916.
- WRIGHT, E. H. (See Fellows.)
- Young, D. B. University Scholar, Zoölogy, 1913–1914; Assistant, Zoölogy, 1914–1916.
- 2. Former Scholars who have held appointments in Columbia University:
- Barrows, W. L. University Scholar, Geology, 1908–1910; A.M., 1910; Instructor, Summer Session, 1910.
- BLUMBERG, H. (See Fellows.)
- Booge, J. E. (See Fellows.)
- BOYLE, A. C., Jr. University Scholar, Geology, 1908–1909; Assistant, Geology, 1909–1910; A.M., 1910; Ph.D., 1914; Professor, University of Wyoming, 1914–1916.
- CHAPIN, F. S. (See Fellows.)
- CONDIT, D. D. University Scholar, Geology, 1909–1910; A.M., 1910; Assistant, Geology, 1910–1911.
- CRECRAFT, E. W. University Scholar, Constitutional Law, 1911–1912; Instructor, Politics, 1913–1914.
- Dashiell, J. F. University Scholar, Psychology, 1909–1910; A.M., 1910; Ph.D., 1913; Assistant, Philosophy; Professor, Waynesburg College, 1913–1914; Instructor, Princeton University, 1914–1915; University of Minnesota, 1915–1916.
- EMMET, A. D. University Scholar, Physiological Chemistry, 1906–1907; Ph.D., 1915; Instructor, Biological Chemistry, 1914–1915.
- FETTKE, C. R. Special Scholar, Geology, 1910–1911; Assistant, Geology, 1911–1913; Ph.D., 1914; Instructor, Carnegie Institute of Technology, 1913–1916.
- FRONTRIER, M. M. A. University Scholar, Mathematics, 1905–1906; Assistant, 1905–1907.
- GARDNER, M. B. University Scholar, History, 1907–1908; A.M., 1908; Assistant, 1908–1910; Instructor, University of Wisconsin, 1910–1914; Assistant Professor, 1914–1916.

GRIMSHAW, H. E. University Scholar, History, 1914–1915; A.M., 1915; Assistant, Summer Session, 1915.

HALE, W. T. Special Scholar, English, 1910–1911; A.M., 1912; Instructor, Extension Teaching, 1911–1912; Fellow, Yale University, 1912–1913; Ph.D., 1914; Instructor Indiana University, 1914–1916.

HALL, W. P. (See Fellows.)

Heidelberger, M. University Scholar, Organic Chemistry, 1910–1911; Ph.D., 1911; Instructor, Summer Session, 1909, 1910, 1911; Fellow, Rockefeller Institute for Medical Research, 1912–1913; Assistant, Chemistry, 1913–1915; Associate, 1915–1916.

HOOVER, M. M. University Scholar, English, 1911–1912; Instructor, Summer Sessions, 1911, 1912, 1913; Teacher, Jersey City High Schools.

HYDE, J. E. (See Fellows.)

ISHAM, R. K. University Scholar, Chemistry, 1911–1912; Instructor, Analytical Chemistry, 1912–1913.

Kahn, M. University Scholar, Organic Chemistry, 1911–1912; Instructor, Biological Chemistry, 1912–1913; Associate, 1914–1915.

KNIGHT, S. H. (See Fellows.)

KOENIG, N. A. (See Fellows.)

LINCOLN, F. C. (See Fellows.)

LOTHROP, A. P. University Scholar, Chemistry, 1907–1908; Ph.D., 1909; Instructor, 1909–1912; Associate, 1912–1914; Assistant Professor Medical Faculty, Queens University, 1914–1916.

MARVIN, H. H. (See Fellows.)

Mook, C. C. University Scholar, Geology, 1912–1913; Instructor, Summer Session, 1912.

MORRILL, C. V. John D. Jones Scholar, 1005–1907; Assistant, 1906–1908; Ph.D., 1909; Lecturer, History and Embryology, Syracuse University, 1908–1910; Instructor, Anatomy, New York University, 1910–1915.

MULLER, H. J. University Scholar, Physiology, 1910–1911; Fellow, Cornell University Medical College, 1911–1912; Assistant, 1912–1915; Instructor, Rice Institute, 1915–1916.

NELMS, W. S. (See Columbia, Fellows.)

OGDEN, C. J. (See Fellows.)

PALMBAD, H. V. E. University Scholar, German, 1910-1911; Instructor, 1912-1914; Instructor, Western Reserve University, 1911-1912; Instructor, Kansas State University, 1914-1916.

PFEIFFER, G. A. University Scholar, Mathematics, 1910-1911; A.M., 1911; Ph.D., 1914; Assistant, 1911-1914; Instructor, College of the City of New York, 1914-1915: Instructor, Harvard University, 1915-1916.

POWELL, C. L. Special Scholar, English, 1910-1911; University Scholar, 1911–1912: Instructor, 1912–1914; Cutting Fellow, 1914-1915.

REDDICK, H. W. University Scholar, Mathematics, 1906-1907; Ph.D., 1910; Instructor, 1909-1915; Professor, Cooper Union, 1915-1916.

RISTINE, F. H. (See Fellows.)

SHULL, A. F. University Scholar, Zoölogy, 1908-1909; John D. Jones Scholar, 1909–1911; Assistant, 1909–1911.

SHUMWAY, W. University Scholar, Zoölogy, 1913-1914; Assistant, 1914-1915; Assistant, Amherst College, 1915-1916.

TAYLOR, C. E. University Scholar, Chemistry, 1907-1908; Assistant, 1907.

WHICHER, G. F. (See Fellows.)

WHITNEY, D. D. John D. Jones Scholar, 1906-1907, 1908-1909; Assistant, Zoölogy, 1907–1908; Instructor, Associate Professor, Weslevan University, 1908-1916.

3. Former Scholars who hold or have held academic appointments in other institutions:

AITKEN, R. T. University Scholar, Anthropology, 1914–1915; Instructor, University of Pennsylvania, 1915-1916.

ALLEN, M. S. University Scholar, English, 1912-1913; A.M., 1913; Instructor, Ohio Wesleyan University, 1914-1916.

ARNER, C. B. L. (See Fellows.)

BARROWS, W. L. University Scholar, Geology, 1908-1910; A.M., 1910; Instructor, Wesleyan University, 1912–1915; Instructor, Trinity College, 1910–1913; Assistant Professor, 1915–1916.

Bates, M. C. University Scholar, English, 1909–1910; Instructor, English, University of Illinois, Summer, 1907; Professor, English, Dakota State College of Agriculture, 1915–1916.

Benson, A. B. (See Fellows.)

BLAKEY, L. S. (See Fellows.)

Blakey, R. G. Special Scholar, Economics, 1910–1911; Ph. D., 1912; Assistant Professor, Economics, Cornell University, 1912–1915; Assistant Professor, Economics, University of Minnesota, 1915–1916.

Blumberg, H. (See Fellows.)

BONHAM, M., Jr. University Scholar, History, 1910–1911; Ph.D., 1911; Instructor, History, Simmons and Tufts Colleges, 1911–1912; Associate Professor, Louisiana State University, 1912–1915; Professor, History and Political Science, 1915–1916.

BOYLE, A. C., Jr. (See Columbia, former appointees.)

BRIMHALL, D. R. University Scholar, Psychology, 1914–1915; A.M., 1915; Teacher, Education, Psychology, Brigham Young University, 1915–1916.

Buck, R. W. University Scholar, German, 1914–1915; A.M., 1915; Acting Professor, Modern Languages, Hendric College, 1915–1916.

CAMPBELL, D. G. University Scholar, Metallurgy, 1912–1913; A.M., 1913; E.M., 1914; Instructor, Metallurgy, University of Washington, 1914–1915; Mine Superintendent, Atlanta, Idaho, 1915.

CANFIELD, L. H. University Scholar, History, 1910–1911; Tutor, History, College of the City of New York, 1911–1914; Instructor, 1914–1916.

CARROLL, C. A. University Scholar, English, 1910–1913; A.M., 1911; Instructor, English, Cornell University, 1911–1912; Graduate student, Columbia University, 1915–1916.

CHAPIN, F. S. (See Fellows.)

CLANCY, G. C. University Scholar, English, 1910-1911; As-

sistant Professor, Rhetoric, Beloit College, 1911–1913; Professor, 1913–1916.

CLARKE, E. L. (See Fellows.)

DASHIELL, J. F. (See Columbia, former appointees.)

DE WALSH, F. C. University Scholar, German, 1907–1908; Ph.D., 1910; Tutor, German, College of the City of New York, 1908–1910; Instructor, 1910–1916.

DEXTER, J. S. (See Fellows.)

DOBIE, J. F. University Scholar, English, 1913–1914; A.M., 1914; Instructor, University of Texas, 1915–1916.

Drury, H. B. University Scholar, Economics, 1913–1914; Ph.D., 1915; Instructor, Economics and Sociology, Ohio State University, 1915–1916.

FANSLER, D. S. (See Columbia, appointees.)

FERGUSON, G. O. University Scholar, Psychology, 1914–1915; Adjunct Professor, Philosophy and Education, William and Mary College; Professor, Philosophy and Psychology; Principal, William and Mary Normal Academy, 1915–1916.

FETTKE, C. R. (See Columbia, former appointees.)

FISHER, H. L. (See Columbia appointees.)

FORSYTHE, R. S. (See Fellows.)

GARDNER, E. H. (See Columbia, former appointees.)

Gehlke, C. E. (See Fellows.)

GILBERT, J. H. (See Fellows.)

GOODRICH, H. B. University Scholar, Zoölogy, 1911–1912; A.M., 1914; Fellow, Zoölogy, Princeton University; Assistant, Zoölogy, Amherst College, 1909–1911; Instructor, Zoölogy, Union College, 1915–1916.

GRAHAM, W. J. (See Columbia appointees.)

GRAVES, G. H. (See Columbia, former appointees, Fellows.)

GREEN, A. University Scholar, German, 1911–1912; Ph.D., 1914; Teaching Fellow, Languages; College of the City of New York, 1910–1913; Instructor, German, University of Illinois, 1913–1916.

GREEN, G. M. University Scholar, Mathematics, 1912–1913; Ph.D., 1913; Assistant Tutor, College of the City of New York, 1913–1914; Instructor, Harvard University, 1914–1916.

HALE, W. T. (See Columbia, former appointees.)

HALL, W. P. (See Fellows.)

Hartson, L. D. University Scholar, Psychology, 1909–1910; Fellow, Clark University, 1910–1911; Ph.D., 1911; Instructor, Grinnell College, 1911–1913; Assistant Professor, 1913–1916.

HARVEY, E. M. (See Fellows.)

Heidelberger, M. (See Columbia, former appointees.)

HESSE, G. E. Special Scholar, English, 1911–1912; A.M., 1912; Instructor, CaseSchool Applied Science; Assistant Professor, Iowa State Teachers College; Editor, World Book Company.

HILKEY, E. J. (See Fellows.)

Holloway, R. M. University Scholar, English, 1913–1914; Instructor, English, Adelphi College, 1914–1915; Assistant Professor, 1915–1916.

Hyde, J. E. (See Columbia, former appointees, Fellows.)

KENDALL, E. C. (See Fellows.)

Kneisly, G. W. University Scholar, Geology, 1907–1908; A.M., 1908; Instructor, Montana State School of Mines, 1908–1909.

KNIGHT, S. H. (See Fellows.)

LAUCKS, S. S. (See Fellows.)

LAWSON, L. A. (See Columbia, former appointees.)

Lewis, C. L. Special Scholar, History, 1910–1911; A.M., 1911; Principal, Preparatory Department, Robert College, Constantinople, 1914–1916.

LINCOLN, F. C. (See Columbia, former appointees, Fellows.)

LIVINGSTON, A. A. (See Columbia appointees, Fellows.)

Lupton, E. R. University Scholar, Political Science, 1907–1908; A.M., 1909; Harrison Fellow, Economics, University of Pennsylvania, 1908–1909; Instructor, New York University, 1913–1914; Lecturer, 1914–1915.

MARVIN, H. H. (See Fellows.)

McFall, R. J. (See Fellows.)

MORRILL, C. V. (See Columbia, former appointees.)

MOSHER, J. A. University Scholar, English, 1906–1908; A.M., 1907; Ph.D., 1911; Instructor, Public Speaking, College of the City of New York, 1911–1916.

MUDGETT, B. D. University Scholar, Economics, 1908–1909; Ph.D., University of Pennsylvania, 1913; Instructor, Insurance, 1913–1916.

Muller, H. J. (See Columbia, former appointees.)

Myers, G. C. University Scholar, Psychology, 1911–1912; Ph.D., 1913; Professor, History and Social Sciences, Juniata College, 1912–Feb., 1914; Teacher, Psychology, Brooklyn Training School, Feb., 1914–1916.

NELMS, W. S. (See Columbia, former appointees, Fellows.)

OGBURN, W. F. (See Fellows.)

Osborne, A. A. University Scholar, Economics, 1909–1910; Special Scholar, 1911–1912; Ph.D., 1914; Acting Professor, Hobart College, 1914–1915; Instructor, Washington and Jefferson College, 1915–1916.

PALMBAD, H. V. E. (See Columbia, former appointees.)

PAYNE, F. (See Fellows.)

PFEIFFER, G. A. (See Columbia, former appointees.)

PHILLIPS, W. C. Special Scholar, English, 1911–1912; Instructor, Brown University, 1913–1916.

PLETCHER, N. M. University Scholar, History, 1905–1906; Ph.D., 1907; Professor, History, Alfred University, 1907–1908; Instructor, Shattuck School, 1908–1916.

PORTER, G. H. (See Fellows.)

PRATT, E. E. University Scholar, Economics, 1907–1908; Ph.D., 1911; Assistant Professor, Economics and Statistics, New York University; Chief, U. S. Bureau Foreign and Domestic Commerce, Department of Commerce.

REDDICK, H. W. (See Columbia, former appointees.)

RISTINE, F. H. (See Columbia, former appointees, Fellows.)

SAIT, E. McC. (See Columbia appointees, Fellows.)

SAPIR, E. (See Fellows.)

Schlesinger, A. M. (See Fellows.)

Shull, A. F. (See Columbia, former appointees.)

Shumway, W. (See Columbia, former appointees.)

SMITH, R. M. (See Fellows.)

Somerville, R. University Scholar, English, 1914–1915; Instructor, New York University, 1915–1916.

- Speck, F. G. University Scholar, Anthropology, 1905–1906; Ph.D., University of Pennsylvania, 1908; Instructor, 1908–1912; Assistant Professor, 1912–1916.
- STAIR, B. W. University Scholar, English, 1905–1906; Tutor, College of the City of New York, 1905–1913; Instructor, English, 1913–1916.
- STEINMAN, D. B. University Scholar, Civil Engineering, 1909-1910; Ph.D., 1910.
- Thompson, W. S. University Scholar, Sociology, 1912–1913; Instructor, Sociology, University of Michigan, 1913–1916.
- VANN, W. H. University Scholar, English, 1908–1909; A.M., 1909; Assistant Professor, English, Furman University, 1909–1911; Professor, Howard Payne College, 1913–1915; Professor, Ouachita College, 1915–1916.
- Van Nuys, C. C. University Scholar, Mathematics, 1907–1908; A.M., 1908; E.M., South Dakota School Mines, 1909; Professor, 1908–1916.
- Wann, L. Special Scholar, English, 1911–1912; A.M., 1912; Ph.D., University of Wisconsin; Assistant Professor, English, Heidelberg University, 1912–1914; Instructor, University of Wisconsin, 1914–1916.
- WHICHER, G. F. (See Fellows.)
- WHITAKER, W. A., JR. University Scholar, Chemistry, 1906—1907; Instructor, College of the City of New York, 1906—1911; Associate Professor, Metallurgy, University of Kansas, 1911—1916; Director, State Chemical Research, Kansas, 1913—1916.
- Whitney, D. D. (See Columbia, former appointees.)
- Wiggins, R. L., Jr. University Scholar, English, 1911–1912; Assistant Professor, Wofford College; Instructor, University of Texas, 1913–1914; Instructor, University of Virginia, 1914–1915.
- WOOTEN, B. A. University Scholar, Physics, 1914–1915; A. M., 1915; Instructor, Physics, Alabama Polytechnic Institute, 1915–1916.
- WRIGHT, E. H. (See Columbia appointees, Fellows.)

CURTIS UNIVERSITY SCHOLARSHIPS

- Former Scholars who hold appointments in Columbia University:
- HARVITT, H. J. Curtis University Scholar, Romance Languages, 1908–1909; Ph.D., 1913; Assistant, French, Teachers College, 1915–1916; (Instructor, Western Reserve University, 1911–1912).
- O'CONNELL, M. Curtis University Scholar, Geology, 1912–1913; A.M., 1912; Instructor, Extension Teaching, 1913–1914; Curator, Paleontology, 1914–1916; (Instructor, Adelphi College, 1912–1914).
- Ware, C. C. Curtis University Scholar, Zoölogy, 1914–1915; A.M., 1915; Assistant, Zoölogy, Barnard College, 1915–1916.
- WHITE, S. P. Curtis University Scholar, Philosophy, 1913–1914; A.M., 1915; Instructor, Ethics and Logic, University of Aberdeen, 1914–1915; Instructor, Philosophy, Barnard College, 1915–1916.
- 2. Former Scholars who have held appointments in Columbia University:
- CASE, L. A. (MRS. E. B. GOWIN). Curtis University Scholar, History, 1911–1912; A.M., 1912; Instructor, Summer Session, 1915.
- HOWARD, C. M. Curtis University Scholar, English, 1910–1911; Ph.D., 1914; Assistant, 1910–1911; Lecturer, 1911–1913; Instructor, 1913–1915.
- Scales, E. R. (Mrs. Jamieson). Curtis University Scholar, Mathematics, 1910-1911, A.M., 1911; Assistant, 1909-1910; Teacher, Hawthorne School, Flushing, N. Y., 1910-1912; William Penn High School, Philadelphia, Pa., 1912-1914.
- 3. Former Scholars who hold or have held academic appointments in other institutions:
- Askowith, D. Curtis University Scholar, History, 1910–1911; Ph.D., 1915; Instructor, History, Hunter College, 1912–1915; Teacher, Morris High School, 1915–1916.

BARNARD, A. M. Curtis University Scholar, Latin, 1906–1907; A.M., 1908; Head of Department, Latin, Michigan State Normal School, 1908–1916; (Student, University of Berlin, 1913).

BLACK, E. Curtis University Scholar, Classical Philology, 1913–1914; A.M., 1914; Head of Department of Latin, Fredericksburg State Normal School, Virginia, 1913–1916.

CANN, J. Y. Curtis University Scholar, Physical Chemistry, 1909–1910; A.M., 1910; Ph.D., 1911; Instructor, Rockford College, 1911–1914; Instructor, University of Illinois, 1914–1916.

CLANCY, A. W. (MRS. R. M. SMITH). Curtis University Scholar, English, 1911–1912; A.M., 1912; Reader in Psychology and Logic, Smith College, 1909–1911; Assistant Professor, English and Literature, Westminster College, 1913–1916.

HARVITT, H. J. (See Columbia appointees.)

Hoge, M. A. Curtis University Scholar, Zoölogy, 1911–1912; A.M., 1912; Ph.D., 1914; Instructor, Indiana University, 1914–1916.

HOWARD, C. M. (See Columbia, former appointees.)

O'CONNELL, M. (See Columbia appointees.)

THOMPSON, C. M. Curtis University Scholar, American History, 1909–1910; Ph.D., 1915; Instructor, History, Vassar College, 1908-1909; 1910-1915; Assistant Professor, 1915-1916.

WHITE, S. P. (See Columbia appointees.)

Former Fellows and University Scholars who subsequently held Fellowships and Scholarships elsewhere:

Allinson, M. (Curtis University Scholar, History, 1908–1909); Fellow, Research Department, Women's Educational and Industrial Union, Boston, 1909–1910.

GOODRICH, H. B. (University Scholar, Zoölogy, 1911–1912); Fellow, Geology, Princeton University.

GREEN, A. (University Scholar, German, 1912–1913); Teaching Fellow, Languages, College of the City of New York, 1910–1913.

HALE, W. T. (Special Scholar, English, 1910–1911); Fellow, Yale University, 1912–1913.

- HARTON, L. D. (University Scholar, Psychology, 1909–1910); Fellow, Clark University, 1910–1911.
- Heidelberger, M. (University Scholar, Organic Chemistry, 1910–1911); Fellow, Rockefeller Institute for Medical Research, 1912–1913.
- Hupton, E. R. (University Scholar, Political Science, 1907–1908); Harrison Fellow, Economics, University of Pennsylvania, 1908–1909.
- Muller, H. J. (University Scholar, Physiology, 1910–1911); Fellow, Cornell University, 1911–1912.
- Osborne, J. I. (University Scholar, English, 1907–1909); Rhodes Scholar, Oxford, 1911–1914.
- Picard, M. (William Mitchell Fellow, 1910–1911); Goldwin Smith Fellow, Cornell University, 1912–1913.
- SAPIR, E. (University Fellow, Linguistics and Anthropology, 1906–1907) and Harrison Research Fellow, Anthropology, University of Pennsylvania, 1908–1909.
- YORK, H. H. (University Fellow, 1905–1906); Fellow, Botany, Johns Hopkins University, 1910–1911.

SUMMARY

UNIVERSITY FELLOWSHIPS

	UNIVERSITY FELLOWSHIPS	
ı.	Fellows who hold appointments in Columbia University	25
2.	Fellows who have held appointments in Columbia University	46
3.	Fellows who hold or have held academic appointments in other	
	institutions	88¹
4.	Fellows who have held fellowships in other institutions	4 ¹
	University Scholarships:	
I.	Scholars who hold appointments in Columbia University	27 ¹
2.	Scholars who have held appointments in Columbia University	39 ¹
3.	Scholars who hold or have held academic appointments in other	
	institutions	93 ¹
4.	Scholars who have held fellowships in other institutions (including	
	1 Rhodes Scholar)	81
5.	Curtis Scholars who hold appointments in Columbia University	4^1
6.	Curtis Scholars who have held appointments in Columbia University	2
7.	Curtis Scholars who hold or have held academic appointments in	
	other institutions	II^1
8.	Curtis Scholars who have held fellowships in other institutions	I
1	The Court includes as an individual about 1 to 1 to 1	

¹ The figure includes some individuals already counted in the above figures, so that any total will include duplications.

FELLOWS AND SCHOLARS IN NON-ACADEMIC OCCUPATIONS

	Fellows	Scholars	Curtis Scholars
Anthropologist	I		
Advertising manager	1		
Bank employee	I		
Chemist	7	5	
Clergyman		I	
Editorial worker	4	4	
Engineer		2	
Farmer	I	I	
Geologist	2	5	
Lawyer	3	3	
Librarian			ĭ
Mineralogist		I	
Pathologist	ı		
Physician	I		
Settlement worker		I	
Teacher, high school or secondary			
school	6	8	7
Theological student	ı	I	
U. S. Consul		r	
Warden of prison	I		
Zoölogist (Carnegie Institution)	2		
	_	_	_
Total	32	33	8

HOLDERS OF COLUMBIA BACHELOR'S DEGREES

		Reappointed	Also Held Scholarship
University Fellows Endowed Fellows	•	1 19 ¹	11 ¹
University Scholars Curtis University Scholars		6 1	

¹ The figure includes two men who were Fellow twice and Scholar once (three appointments for one man).

HIGHER DEGREES TAKEN BY FELLOWS AND UNIVERSITY SCHOLARS

	A.M. ONLY		A.M	BY PH.D.	F	H.D.
	Columbia I	Elsewhere	Colum	bia Elsewhere	Columbia	Elsewhere
Fellows Scholars		Cornell Brown	9 33	1 Oxford	97 89	I Göttingen2 Yale
						I Clark I University of Penn- sylvania
	LL.B.		M. umbia	J.D. Elsewhere	M.D. Columbia	E.M. Elsewhere
Fellows Scholars	3		2 }	I New York University		I South Da- kota School of Mines
Scholar	B.A. 1 Oxford					

APPENDIX 2

REPORT OF THE COMMITTEE ON WOMEN GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,

SIR:

The Committee for Women Graduate Students has the honor to present the following report for the academic year 1915–1916.

Registration The number of women students registered under the graduate faculties has been increased during the past year by 134.

The figures are as follows:

Faculty of Philosophy .			326
Teachers College .			390
Faculty of Political Science			186
Faculty of Pure Science			101
			1003

On Commencement Day out of a total of 621 candidates receiving the degree of Master of Arts, 290 were women; of 89 receiving the degree of Doctor of Philosophy, 13 were women.

During the last five years the number of women graduate students has almost doubled. The following figures show an average annual increase of over one hundred students.

1911-1912	٠.	•				529
1912-1913					•	612
1913-1914						711
1914-1915						869
1915-1916						1003

With a registration of over one thousand women graduate students the Committee believes that the problem of providing more adequately for them has become urgent. Much thought has been given by the Committee to the ways in which the University can enlarge its equipment to meet this development, and conserve the loyalty and secure the support of this ever growing body of students.

By the opening of courses hitherto closed to women, by awarding fellowships to them, and by the provision of special officers to look after their welfare, the position of women students has been much improved. To this interest on the part of the University the students have responded. During the past year, the Secretary of the Committee has observed among them a growing desire to enter into the life of the University and retain some permanent connection with it, such as an Alumnæ Association would secure. It seems highly advisable to the Committee that such tendencies should be encouraged and that the desire of the students to become active supporters of the University and not mere attendants at classes should be fostered by meeting as far as possible their demands.

The Committee makes as its most urgent recommendation the erection of a dormitory for graduate women students. A study of the distribution of the students registered this year shows that exclusive of those who are permanent residents of New York and Brooklyn, or are commuters, about five hundred women are boarding, for the most part near the University. The Residence Bureau reports that while many of the rooms rented to students in the vicinity of the University are comfortable, nevertheless many, especially the more moderate priced ones, are dark and sometimes cold, and the conditions of living are unfavorable to scholarly pursuits.

It has been found necessary to reserve Brooks Hall for Barnard College undergraduates, and Whittier Hall, on account of the increased demands of Teachers College, is unable to provide for so many graduate students as heretofore. These halls have in the past cared for about one hundred of the students, who must eventually find other accommodations.

The Committee however considers the problem a larger one than that of housing, and looks upon a graduate hall of residence as offering an opportunity to establish an intellectual and social center for the graduate women studying in our University. Such a hall if adequately provided with club and reception rooms and conducted in a manner to make it something more than the accepted dormitory, should not only become a center for those pursuing advanced courses, but should attract women who have received the degree of Doctor of Philosophy and are engaged in investigation or literary work. Thus there might be established a circle of women of intellectual distinction who would be a source of stimulation to the students and an ornament to the University.

A residence hall is most essential in the carrying out of plans which the Secretary has for establishing, with the coöperation of representative alumnæ, a permanent Alumnæ Association, whose support would be of great value to the University.

In years past the Women's Graduate Club has been the only organized body among the women graduate students and Student Organization has rendered valuable service in encouraging some degree of sociability. It has given departmental teas to the faculty and students of each department and endeavored to promote good fellowship among the students by inviting all graduate women to become members.

The Secretary of the Committee has been much impressed with the opportunity which this organization possessed to enlarge its scope so as to include other than social aims, and to become representative of the general intellectual interests of the student body. It is therefore a matter of much gratification that the club is now entering a broader field of activity, and has extensive plans for the coming year which will make it of greater service both to its members and to the University. The officers of the club hope to make the organization the medium through which the students may develop their various interests. There will be departmental groups for discussion, conferences of those preparing for the doctor's

examination, a dramatic study class, a forum for religious and philanthropic interests, and meetings of those interested in special topics, such as vocational guidance, contemporary art, literature and drama and the opportunities which New York offers in these fields. One group will investigate typical institutions, and conditions in the life of the city; another committee will devote itself to building up a loan fund for women students, and ultimately to establishing a graduate scholarship.

The membership of the club has already increased and it is expected that with these new activities it will develop into a strong and invaluable institution. With this nucleus the Committee looks forward to a body of graduate women students who shall be vitally concerned in matters of educational interest, and who shall be an added source of strength to the University.

During the past year for the first time in the history of the University, three women held fellowships. The work of these students has been of high grade, and the Committee is gratified to report their appointment to college positions. Two fellowships have been awarded to women for the year 1916–1917,—a University fellowship in Economics and, for the second time, the Drisler fellowship in Classical Philology. A residence scholarship at the College Settlement has been given which offers an opportunity to correlate theory and experience in practical social problems.

The Committee is able to report a successful year of coöperation with the Appointments Bureau in endeavoring to solve the large problem of securing employment for our women graduate students, on the completion of their academic work. It is hoped by this cooperation to increase the demand from colleges and schools for our graduates without the intervention of the commercial teacher's agencies, and by personal knowledge of the student to select the candidate best fitted for the position. A letter was sent out to colleges and preparatory schools calling attention to the work of these committees, and many replies have been received. The Committee is at work on plans to secure part-

time positions in tutorial, secretarial and research work, for those in need of financial aid.

Much of the work of the Secretary is in the nature of vocational guidance and attention to the opportunities offering themselves in new fields. In the case of positions other than those in teaching, the Committee coöperates with the Intercollegiate Bureau of Occupations, which has been most successful in the investigation of vocations demanding the services of college women.

Some provision for physical exercise should be made for women graduate students. Although the University possesses Physical Exercise

a number of tennis courts, these have hitherto been reserved for the use of men students and members of the faculty. The Committee recommends that the University grant the reasonable request of the women students for permission to play on one or more of the courts. It is possible that the new Students' Building of Barnard College will offer greater opportunities for physical training than have hitherto existed, by opening the gymnasium and swimming pool, at certain hours, to the women students in the University.

A reception to all women graduate students was given by the Committee according to its custom, in November, and Social Life was well attended. This function the Committee believes is most successful in establishing cordial relations between the faculty and students early in the year. On Commencement Day, through a gift presented by a friend of the University in memory of Miss Grace H. Dodge, the candidates for the higher degrees were entertained at luncheon.

The graduate women's room in Philosophy Hall has been in constant use in the evenings by clubs and societies. If the adjoining pantry were equipped for serving refreshments, the room would be of greater service to the University for social purposes. It may seem advisable during the coming year to open the room on Sunday afternoons under the auspices of the Graduate Club for the benefit of those students living in restricted quarters in apartment houses.

The Committee has welcomed with the warmest gratification the decision of the Medical Faculty, the University Council, and the Board of Trustees, to open Professional the College of Physicians and Surgeons to Schools women, as soon as proper provision can be made for their accommodation. It looks forward confidently to favorable action in the near future regarding opportunities for women in instruction in the law.

Respectfully submitted, for the Committee on Women Graduate Students.

Virginia C. Gildersleeve, Chairman

Emma P. Smith,

Secretary

June 30, 1916

APPENDIX 3

REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University, Sir:

As University Medical Officer, I have the honor to submit to you the following statement of the work under my supervision for the academic year ending June 30, 1916, with a suggestive outline of the plans for the development of the field during the coming year.

During the past year the office consultation work has steadily increased. Nine thousand and twenty-nine consultations were recorded: approximately two-thirds of Office these were with men, one-third with women. Consultations This represents a gain of about ten per cent. over the number of consultations held last year, and a very strenuous year's work for this office with its present equipment. The epidemic of grippe during the months of January, February and March increased the office work considerably. The students were encouraged to present themselves for treatment just as soon as they felt the first symptoms of indisposition. Considering the prevalence of the grippe during these weeks, we were most fortunate in the few cases which we had in our dormitories. One student, registered in the Extension Department and residing in Hartley Hall, died in the hospital of a grippe pneumonia.

The infirmary suites in Hartley and Furnald Halls have so far been adequate to meet the needs of acute cases occurring in the respective dormitories. We need, however, a similar equipment in Livingston Hall, since the present infirmary is inadequate and is not arranged so that a communicable disease may be properly isolated.

For the first time in the history of the health extension work among our students, we have required each freshman, not only to file a record of his physical con-Laboratory Tests dition as shown by a medical examination, but we have examined his urine. These urine tests have proven very interesting and instructive. A record of 580 specimens from presumably healthy and vigorous men of college age shows the presence of albumin in 70 per cent. of the cases; 92, or slightly over 15 per cent. show a marked trace of albumin. Only one case shows the presence of sugar. Three hundred and thirty-seven, about 58 per cent., show the presence of indican; 207 of these cases show a slight reaction, 107 moderate, and 23 a strongly increased reaction. Twenty-six, 4 per cent., show the presence of hyaline casts; 21, 3.6 per cent., show the presence of granular casts. It is fair to presume on the basis of other tests that the high percentage of cases showing albumin is indicative not of disease but of the nervous strain upon the students at the opening period of their college course, when they are adjusting themselves to the academic régime and participating in the excitement of the numerous class rushes and contests. The number of cases showing casts is not excessive for active, healthy men; these cases will, however, be carefully followed while they remain in college in order to ascertain any developments that might tend toward nephritis. The indican has readily disappeared when the men have followed instructions as to diet and physical activity.

Columbia University has many and varied problems as a result of its rapidly growing student population, but few are more vital than the problem of providing Restaurants adequate facilities for the housing and feeding of its students and officers. The dormitories and the neighboring apartment houses practically solve the former problem; the Commons and allied restaurants on the Campus are still inadequate to supply our needs. As in previous years, we have found that a large percentage of indisposition among the students is due to improper food. The matter of restaurants has been given careful consideration during the past winter, and

we conclude that it is practically impossible to do much to relieve the situation as far as places in the neighborhood are concerned. Private dining rooms, run on a comparatively small scale, cannot serve better food and a greater variety and at the same time clear a profit, especially in the vicinity of the University where rents and food are high. The students naturally seek the places where they can secure the greatest bulk for the lowest board rates. Since proprietors must maintain a minimum rate, they are tempted to resort to many undesirable and insanitary methods in order to cover their expenses and increase profits. This problem of food service is one in whose solution the University must take the initiative. It is indeed gratifying to know that the time has come when the University has reached a stage in its organization where it is prepared to take up the development of this phase of the health supervision work; for it is only through the University management of a plant to feed its students, that adequate work can be done to meet the requirements of a scientifically maintained students' dining room from the standpoint of quality, quantity, variety, preparation and service. With the high cost of foods, it is practically impossible to make profits in proportion to the time and effort needed to run such a plant as the Commons on a basis consistent with the economic conditions prevailing generally among students. Credit is due the present management of the Commons for the effort that has been made during the past two years to serve the students. In advocating a change of policy it is not suggested because of adverse criticism; but because we feel that if the University assumes the responsibility of the Commons, it can put into operation certain experimental projects that a private business enterprise could not afford. The University can aim at the best without consideration of profit. Under the direction of a qualified manager the work for the benefit of the patrons could develop without consideration of rent or profit, but only the actual cost of maintaining the equipment, and the purchase, preparation and service of food. The Commons could, under such University management, develop into one of the most ideal restaurants in the city. It could serve students

for rates within their means with an adequate variety of food, well prepared and attractively served.

With the cooperation of the restaurants now on the Campus. a saving could be made in combined purchases. A central source of supply on the Campus for these restaurants would make it possible to obtain better rates.

The use of the Commons as a model restaurant for the Department of Foods and Cookery at Teachers College to supply a place where the students could observe the operation and management of a large restaurant, would be not only of tremendous benefit to them from the standpoint of practical experience, but would assure the patrons of the Commons that every known sanitary regulation was being enforced and that the preparation and service of foods were being kept up to the highest standards of care and efficiency.

Under University management, every phase of the food problem could be supervised by experts who are at the present time members of the faculties of the University. Furthermore a plan devised some four years ago for the student inspection of dining rooms in the neighborhood could be perfected. A complete score card was compiled at this time for the use of the members of the Student Board of Health in making inspections. With the Commons as a model, the standard of the neighborhood restaurants might be raised, and those restaurants passing the inspections could be listed, through our college papers, as dining rooms approved by the Student Board of Health. With the Commons placed upon a practical educational basis, the University could be of service to proprietors of small restaurants and boarding houses in the neighborhood, by giving them the value of its experience and by showing a willingness to cooperate with them to make their places more servicable to their patrons.

One of the many reasons why we are so much interested in the problem of the Commons is that there are, among our thousands of students, cases requiring special diets, which may be necessary for weeks at a time in order to bring about a more normal condition of health. Unless we can develop some plan such as has been outlined in this and previous reports, we cannot properly care for these students and they must, of necessity, sacrifice their future health for the benefits they derive as students. The Commons might serve as a practical educational center, through suggestions that could be made upon diet in relation to mental and physical activity as well as in relation to health and disease, by articles printed in the college papers relative to these matters, by qualified men. From time to time, suggestions dealing with special conditions and appropriate to the varying seasons, could be printed upon the backs of the menu cards.

During the course of the year, comparatively regular inspections have been made by the Student Board of Health of Sanitary Supervision of Campus and a written report has been presented each week by the members of the Board, stating the sanitary condition of the lavatories, corridors, studies and social rooms. These inspections have proven a valuable part of the health work, since they make it impossible for insanitary conditions to persist without being detected.

Experience gained through the examination and treatment of members of the teaching staff, demonstrates that many of them suffer from mild disturbances that tend to cut down their efficiency and that may later lead to ill health. Many of these disturbances might have been prevented had the men been under more careful supervision before definite symptoms appeared. So important does this matter seem to this office that it is hoped that in the near future the office facilities and staff may be so increased as to make possible the regular medical examination of such members of the staff as wish to avail themselves of the privilege.

In last year's report we spoke of the need of a consulting dentist. This section of the report awakened interest among certain dentists to coöperate with the University Medical Officer in this field. As a result we have now several men who stand ready to assist when their services are required.

During the past year we have had many cases requiring surgical treatment. We are greatly indebted to St. Luke's, New York, and Presbyterian hospitals for their willingness to be of service to our students. I wish to express my deep appreciation also to those who have so cheerfully and generously assisted in the work and problems of this department during the academic year.

Respectfully submitted,

WILLIAM H. McCastline, University Medical Officer.

June 30, 1916.

APPENDIX 4

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1915-1916

SUMMARY OF OFFICERS

ı	914-15	1915-16
Professors	172	172
Associate Professors	46	46
Assistant Professors	109	117
Clinical Professors	25	25
Associates	44	41
Instructors	165	171
Curators	3	3
Lecturers	25	41
Assistants	87	91
Clinical Assistants	97	110
Total	773	817
Other Instructors in Teachers College	122	134
Other Instructors in College of Pharmacy	7	8
_	902	959
*Administrative Officers	38	41
*Other Administrative Officers, Barnard College, Teachers College, and College of Pharmacy	8	10
Total	948	1,010
Emeritus Officers	14	13
Total	962	1,023

^{*}Excluding those who are also teaching officers and included above.

VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1915

Professors and Administrative Officers

GORHAM BACON, M.D., Professor of Otology

Francis M. Burdick, LL.D., Dwight Professor of Law

WILLIAM H. BURR, C.E., Professor of Civil Engineering

Adolphe Cohn, LL.B., A.M., Professor of the Romance Languages and Literatures

ELLWOOD P. CUBBERLEY, Ph.D., Visiting Professor of Education in Teachers College

RICHARD E. DODGE, A.M., Professor of Geography in Teachers College

FREDERIC E. FARRINGTON, Ph.D., Associate Professor of Education in Teachers College

Camille Fontaine, B. ès L., Assistant Professor of the Romance Languages and Literatures

A. FOUCHER, Ph.D., Visiting French Professor

JAMES R. HAYDEN, M.D., Professor of Urology

MILO B. HILLEGAS, Ph.D., Associate Professor of Education in Teachers College

GEORGE W. KIRCHWEY, LL.D., Kent Professor of Law

DEAN P. LOCKWOOD, Ph.D., as Acting Librarian

JOHN A. MACVANNEL, Ph.D. (died Nov. 10), Professor of the Philosophy of Education in Teachers College

HENRY S. REDFIELD, LL.D., Nash Professor of Law

JACKSON E. REYNOLDS, LL.B., Associate Professor of Law

EDWARD VAN DYKE ROBINSON, Ph.D. (died Dec. 10), Professor of Economics

WILLIAM M. SLOANE, LL.D. (Oct. 1, 1916), Seth Low Professor of History

EDWARD R. SMITH, A.B., Reference Librarian, Avery Library

Anton Vorisek, Phar.D. (died Dec. 3), Professor of Analytical Chemistry in the College of Pharmacy

Jesse F. Williams, M.D., Assistant Professor of Physical Education in Teachers College

BERT E. YOUNG, Ph.D., Assistant Professor of the Romance Languages and Literatures

Associates

HAVEN EMERSON, M.D., Medicine

Instructors

RUSSELL L. CECIL, M.D., Clinical Medicine
CONDICT W. CUTLER, JR., M.D. (Jan. 1), Gynecology
FRANK W. DEBATIN, A.M., Classical Philology
ARTHUR B. EISENBREY, M.D., Clinical Surgery
FRANK ERDWURM, M.D. (Oct. 1), Clinical Medicine
FRANCIS R. FRASER, M.D. (Dec. 31), Clinical Medicine
VICTOR O. FREEBURG, Ph.D., English
ANTHONY C. FREEMAN, M.D., Pharmacology
GEORGE M. GOODWIN, M.D., Pharmacology
DONALD GORDON, M.D., Physiology
T. BRUCE KIRKPATRICK, A.M., Physical Education
RALPH W. LOBENSTINE, M.D., Clinical Gynecology
LAURENCE F. RAINSFORD, M.D., Medicine
JAMES I. RUSSELL, M.D., Clinical Surgery

Lecturers

FREDERICK L. ACKERMAN, B.Arch., Architecture
HENRY N. ARNOLD, LL.B., Mining Law
Orlando C. Bowes, Ph.D., Agriculture
HARRIETT BRADLEY, A.M., Economics
RAYMOND DODGE, Ph.D., Psychology
LAURA HATCH, M.S., Geology (Barnard College)
CLAUDIUS T. MURCHISON, A.B., Economics
ANDRES PEREZ, Spanish
WILLIAM Z. RIPLEY, Ph.D., Economics
BRUNO ROSELLI (Feb. 1), Italian
DONALD S. TUCKER, A.M., Economics

Curators

MARJORIE O'CONNELL, Ph.D., Palæontology

Assistants

HAROLD F. ALLEN, Mech.E., Mechanical Engineering

BENJAMIN R. ALLISON, M.D. (Dec. 31), Pathology

EDGAR ALTENBURG, Ph.D., Botany

JOHN C. BAKER, Ph.D., Chemistry

J. MALCOLM BIRD, A.B., Mathematics

CHARLES E. CARR, M.D., Medicine

EDWARD G. CARY, M.D., Cancer Research

PHILIP L. DAVIS, A.B. (Dec. 1), Chemical Engineering

FRANK A. EVANS, M.D., Pathology

ROY C. FAULWETTER, A.B. (Jan. 1), Botany

CYRUS W. FIELD, M.D., Pathology

EARL L. FISHER, E. E., Electrical Engineering

WALTER J. GRAHAM, A.M., English

GAYLORD W. GRAVES, M.D., Diseases of Children

CYRIL W. GREENLAND, B.Sc., Mineralogy

HERMAN K. HAEBERLIN, Ph.D. (May 31), Anthropology

VERNON HAHN, A.B., Chemistry

HELEN R. HULL, Ph.B., English (Barnard College)

EUGENE H. LESLIE, Ph.D., Chemistry

VICTOR E. LEVINE, Ph.D., Biological Chemistry

RAYMOND W. LEWIS, M.D. (Dec. 31), Pathology

KARL J. LOEWI, M.D., Surgery

KENNETH R. McAlpin, M.D., Clinical Pathology

FRANK J. McMackin, Ph.D., Mathematics

MELVIN A. MARTIN, Ph.D., Psychology

JOHN J. B. MORGAN, Ph.D., Psychology

HAROLD P. PARTENHEIMER, A.B., Chemistry

WILLIAM A. PERLZWEIG, A.M., Biological Chemistry

Отто С. Ріскнаярт, М.D., Anatomy

HAROLD H. PLOUGH, A.M., Zoölogy

WILLIAM A. SCHEUCH, E.M., Metallurgy

VICTOR B. SEIDLER, M.D., Pathology

RALPH R. STEWART, A.M., Botany

VIOLA TURCK, A.M., Chemistry (Barnard College)

FREDERICK P. WHITAKER, LL.B., Law

HERBERT L. WHITTEMORE, Mech. E., Civil Engineering

DONNELL B. YOUNG, B.S., Zoölogy

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1916

Professors and Administrative Officers

Name	From	To	Subject
Eugene E. Agger, Ph.D.	Assistant	Associate	
	Professor	Professor	Economics
Walter A. Bastedo, M.D.	Associate	Assistant	Clinical
		Professor	Medicine
HAL T. BEANS, Ph.D.	Assistant	Associate	
	Professor	Professor	Chemistry
Frederick G. Bonser, Ph.D.	Assistant		
	Professor	Professor	Education
WILLIAM A. BORING	Associate	Professor	Design
CHARLES H. BURNSIDE, A.M.	Assistant	Associate	
	Professor	Professor	Mechanics
HENRY A. E. CHANDLER, Ph.D.	Lecturer	Associate	_
		Professor	Economics
WILLIAM DARRACH, M.D.	Assistant		Clinical
	Professor	Professor	Surgery
John Erskine, Ph.D.	Associate	n	D
	Professor	Professor	English
Edward J. Fortier, A.B.	Instructor		n .
		Professor	French
THOMAS B. FREAS, Ph.D.	Assistant	Associate	C1
	Professor	Professor	Chemistry
RICHARD FROTHINGHAM, M.D.	Instructor		Laryngology
		Professor	and Otology
WILLIAM K. GREGORY, Ph.D.	Associate	Assistant Professor	Vertebrate Palæontology
- a DI D	*		Classical
Roscoe Guernsey, Ph.D.	Instructor	Professor	Philology
- 14 17 71 7	T		1 infology
ROBERT M. HAIG, Ph.D.	Instructor	Professor	Economics
n www F.F.	Instructor		Electrical
Frederick W. Hehre, E.E.	Instructor	Professor	Engineering
77 7 7 7 7 Pl D	A	Associate	Linginicering
HARRY L. HOLLINGWORTH, Ph.D.	Assistant Professor	Professor	Psychology
Daniel MA	Bibliograp		Toyonology
Roger Howson, M.A.	and Assis-		
	tant to the		
	Librarian		

JAMES KENDALL, Sc.D.	Assistant Professor	Associate Professor	Chemistry
WILLIAM W. LAWRENCE, Ph.D.	Associate Professor	Professor	English
A. ARTHUR LIVINGSTON, Ph.D.	Assistant Professor	Associate Professor	Italian
Daniel G. Mason, A.B.	Assistant Professor	Associate Professor	Music
FLOYD J. METZGER, Ph.D.	Assistant Professor	Associate Professor	Chemical Engineering
John M. Nelson, Ph.D.	Assistant Professor	Associate Professor	Organic Chemistry
IDA H. OGILVIE, Ph.D.	Assistant Professor	Associate Professor	Geology
George B. Pegram, Ph.D.	Associate Professor	Professor	Physics
Frank H. Pike, Ph.D.	Assistant Professor	Associate Professor	Physiology
NATHANIEL B. POTTER, M.D.	Assistant Professor	Professor	Clinical Medicine
TRUMAN L. SAUNDERS, M.D.	Instructor	Assistant Professor	Laryngology and Otology
Ellery C. Stowell, Dr. en Droit	Assistant Professor	Associate Professor	International Law
WILBUR WARD, M.D.	Associate	Assistant Professor	Gynecology
HORATIO B. WILLIAMS, M.D.	Associate	Assistant Professor	Physiology
			I my monegy
Ass	ociates		
Hugh Auchincloss, M.D.	Instructor	Associate	Surgery
KARL A. CONNELL, M.D.	Instructor	Associate	Surgery
GEORGE DRAPER, M.D.	Instructor	Associate	Clinical Medicine
H. RAWLE GEYELIN, M.D.	Instructor	Associate	Clinical Pathology
Albert R. Lamb, M.D.	Instructor	Associate	Clinical Medicine
GEORGE M. MACKENZIE, M.D.	Instructor	Associate	Pathology

Instructors

Frederic W. Bancroft, M.D.	Assistant	Instructor	Surgery
TRAUGOTT BÖHME, Ph.D.	Lecturer	Instructor	Germanic
			Languages and Literatures
JAMES A. CORSCADEN, M.D.	Assistant	Instructor	Clinical Gyne- cology and Surgery
Leon Fraser, Ph.D.	Lecturer	Instructor	Politics
RODERICK V. GRACE, M.D.	Assistant	Instructor	Surgery
PAUL C. HAESELER, S.B.	Assistant	Instructor	Chemistry
ROBERT L. HALE, A.M.	Lecturer	Instructor	Economics
PHILIP M. HAYDEN, A.M.	Lecturer	Instructor	Spanish
Mrs. Florencedel. Lowther, A.M.	.Assistant	Instructor	Zoölogy
CHARLES C. MOOK, Ph.D.	Lecturer	Instructor	Geology
ROBERTS B. OWEN, Ph.D.	Lecturer	Instructor	Philosophy
Frank A. Ross, A.M.	Assistant	Instructor	Sociology
Frederick T. Van Beuren, M.D.	Assistant	Instructor	Surgery

Lecturers

MARY W. STEWART, A.M.	Assistant	Lecturer	Botany (Bar-
			nard College)

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1916

Professors and Administrative Officers

Name	From	To
NATHAN ABBOTT, LL.B.	Professor of Law	Nash Professor of Law
Dino Bigongiari, A. B.	Assistant Professor of the Romance Lang- uages and Literature	
WALTER F. CHAPPELL, M.D.	Professor of Clinical Laryngology	Professor of Clinical Laryn- gology and Otology
CORNELIUS G. COAKLEY, M.D.	Professor of Laryn- gology	Professor of Laryngology and Otology

EMMA H. GUNTHER, A.M.	Assistant Professor of Household Adminis- tration	
DANIEL JORDAN, B.S.	Assistant Professor of the Romance Lang- uages and Literatures	fessor of
Robert Lewis, Jr., M.D.	Professor of Clinical Otology	Professor of Clinical Laryn- gology and Otology
Louis A. Loiseaux, B.S.	Associate Professor of the Romance Lang- uages and Literatures	fessor of
ROBERT H. MONTGOMERY	Assistant Professor of Economics	Assistant Pro- fessor of Ac- counting
HENRI F. MULLER, Ph.D.	Assistant Professor of the Romance Lang uages and Literatures	-fessor of
GEORGE B. PRESTON, Mech.E.	Assistant Professor of Steam Engineering	Assistant Pro-
HARLAN F. STONE, LL.D.	Professor of Law	Kent Professor of Law
CHARLES T. TERRY, LL.B.	Professor of Law	Dwight Pro- fessor of Law
RAYMOND WEEKS, Ph.D.	Professor of the Romance Languages and Literatures	
MILTON C. WHITAKER, LL.D.	Professor of Engineering Chemistry	Professor of Chemical Engineering
Ass	sociates	
CARL VAN DOREN, Ph.D.	Assistant Professor of English	Associate in English

Instructors

L. HERBERT ALEXANDER, Ph.D. Instructor in Romance Instructor in Languages and Litera- French tures

CLARENCE G. BANDLER, M.D. (Dec. 6)	Instructor in Clinical Genito-Urinary Dis- eases	Instructor in Clinical Urology
Hugh B. Blackwell, M.D.	Instructor in Clinical Otology	Instructor in Clinical Laryn- gology and Otology
MATTHEW L. CARR, M.D.	Instructor in Otology	Instructor in Laryngology and Otology
GERHARD H. COCKS, M.D.	Instructor in Clinical Laryngology	Instructor in Clinical Laryn- gology and Otology
ARTHUR P. COLL, M.D.	Instructor in Laryn- gology	Instructor in Laryngology and Otology
Rolfe Kingsley, M.D. (Dec. 5)	Instructor in Genito- Urinary Diseases	Instructor in Urology
John Leshure, M.D.	Instructor in Laryngology	Instructor in Laryngology and Otology
GERHARD LOMER, Ph.D.	Instructor in English	Instructor in Journalism
JOSEPH F. McCarthy, M.D. (Dec. 5)Instructor in Clinical Genito-Urinary Dis- eases	Instructor in Clinical Urology
Alfred Michaelis, M.D.	Instructor in Otology	Instructor in Laryngology and Otology
HENRY A. RILEY, M.D.	Instructor in Path- ology	Instructor in Neurology
OLIVER S. STRONG, Ph.D.	Instructor in Anatomy	Instructor in Neurology
James R. Whiting, M.D. (Dec. 5)	Instructor in Genito- Urinary Diseases	Instructor in Urology
Lec	cturers	
PIERRE DE BACOURT, B.L.	Lecturer in Romance Languages	Lecturer in French

MADELEINE H. DOBY, B. Ès L.

Lecturer in Romance Lecturer in Languages and Liter- French (Bar-

atures

nard College)

MRS. MARION L. RICHARDS, A.M. Instructor in (Ian. I)

Botany

Lecturer in Botany (Barnard College

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1916

Professors and Administrative Officers

Name Office

Francis M. Burdick, LL.D.

WILLIAM H. BURR, C.E.

WILLIAM H. CARPENTER, Ph.D.

ELLWOOD P. CUBBERLEY, Ph.D. (Feb. 1)

EMMANUEL DE MARTONNE

FEDERICO DE ONIS

JAMES C. EGBERT, Ph.D.

J. MONTGOMERY GAMBRILL, A.M.

GARRARD GLENN, LL.B.

MELLEN W. HASKELL, Ph.D.

CHARLES D. HAZEN, L.H.D. JEANNOT HOSTMANN, Ph.G.

GUSTAVE LANSON, Litt.D.

CARL W. LARSON, Ph.D.

Emeritus Professor of Law

Emeritus Professor of Civil Engineering

Acting Librarian

Visiting Professor of Education in Teachers College

Visiting French Professor 1916-17

Professor of Spanish Lit-

erature Director of the School of

Business

Assistant Professor of History in Teachers

College

Associate Professor of

Law

Exchange Professor of Mathematics

Professor of History

Associate Professor of Chemistry in the College of Pharmacy

Professor of French Lit-

erature

Assistant Professor

Agriculture

HASTINGS LYON, LL.B.

ROSWELL C. McCrea, Ph.D. Albert A. Méras, Ph.D.

WALTER R. MOHR, B.S.

WILLIAM UNDERHILL MOORE, LL.B. YOUNG B. SMITH, LL.B.

DAVID S. SNEDDEN, Ph.D.

ALEXANDER G. H. SPIERS, Ph.D.

Assistant Professor of Finance

Professor of Economics
Assistant Professor of
French in Teachers

College

Chief Clerk of the Uni-

versity

Professor of Law Assistant Professor of

Law

Professor of Education in Teachers College

Associate Professor of French

A ssociates

JOHN DOUGLAS ADAM, D.D.
L. WARD BANNISTER, LL.B.
JOHN VANCE HEWITT, LL.B.
ARTHUR K. KUHN, LL.B.
HAROLD R. MEDINA, LL.B.
DANIEL E. MORAN, M.Sc.
STUART L. TYSON, M.A.

Religion Law Law Law Law

Civil Engineering

Religion

Instructors

Name

GEORGE M. ALLEN, B. Arch.
RICHARD T. ATKINS, M.D.
DANIEL R. AYRES, M.D.
JAMES E. BOOGE, Ph.D.
ALFRED J. BROWN, M.D.
ROBERT BURLINGHAM, M.D.

GUY A. CALDWELL, M.D.
ORAL S. COAD, A.M.
DUDLEY S. CONLEY, M.D.
WILLIAM F. CUNNINGHAM, M.D.
CONDICT W. CUTLER, Jr., M.D.

Of fice

Architecture
Laryngology and Otology

Gynecology Chemistry

Clinical Surgery

Medicine (also Assistant in Clinical Pathology

Clinical Surgery

English

Clinical Surgery

Surgery Physiology WERA DANTSCHAKOFF, M.D. ROY F. DIBBLE, A.B. WILLIAM FERGUSON, M.D.

N. J. GOTTBRATH, M.D. JOHN M. HALL, M.D.

HAROLD HAYS, M.D.

James W. Jameson, M.D.
Roy B. Kester, A.M.
Ralph A. Kinsella, M.D.
Alma de L. Le Duc, Ph.D.
S. R. Leahy, M.D.
Alexander T. Martin, M.D.

CARL J. MERNER
WIELIAM T. MORGAN, Ph.D.
FREDERICK K. MORRIS, A.M.
HAROLD NEUHOF, M.D.
WIELIAM M. PATTERSON, Ph.D.
JOHN P. PETERS, JR., M.D.
JOHN S. RICHARDS, M.D.
ROBERT E. ROCKWOOD, A.M.
FREDERICK W. SCHOLZ, A.M.
MORRIS K. SMITH, M.D.
EUEN VAN KLEECK, M.D. (Feb. 1)
THURMAN W. VAN METRE, Ph.D.

Lecturers

GEORGE E. BARNETT, Ph.D. JAMES W. BELL, A.M. RAYMOND DODGE, Ph.D. (Feb. 1)

GERALD T. WILKINSON, A.M.

HAROLD D. HAZELTINE, J.U.D.

GUY R. HUBBART, A.B.

Anatomy
English
Clinical Laryngology and
Otology
Neurology
Clinical Laryngology and
Otology
Clinical Laryngology and
Otology
Surgery
Accounting

Clinical Medicine
French
Neurology
Pharmacology and Medicine

Physical Education
History
Geology
Clinical Surgery
English
Clinical Medicine
Psychiatry
French

German Clinical Surgery Physiology Transportation French

Economics
Economics
Psychology (Non-Resident)
English Legal History (Carpentier Foundation)

Advertising and Salesmanship SOLOMON S. HUEBNER, Ph.D.

STERLING P. LAMPRECHT, A.M., B.D.

ROY S. MAC-ELWEE, Ph.D. MABEL NEWCOMER, A.M.

HUGH W. PUCKETT, Ph.D.

H. PARKER WILLIS, Ph.D.

Insurance Philosophy Economics Economics

Germanic Languages and

Literatures

Finance

Curators

JESSE J. GALLOWAY, Ph.D.

Palæontology

Assistants

WYNDHAM B. BLANTON, M.D.

CYRIL S. BOLAND, B.S. J. EARLE BROWN, B.S. CHARLES L. CAMP, A.M.

CHARLES E. CARR, M.D. (Feb. 1)

WALTER E. CURT, B.S. SAMUEL C. DELLINGER, A.B. HELEN R. DOWNES, A.B. ARTHUR B. GABEL, A.B. ARTHUR I. GATES, A.M. ABDULLAH F. HAMDI, E.E.

BELA HUBBARD, B.S. (Dec. 1) SHIGEMITSU ITAMI, M.D.

Sydney D. Kramer, B.S. (Jan. 1)

WILLARD R. LINE, M.D. JOSEPH LINTZ, M.D.

GUSTAVE R. MANNING, M.D.

JOSEPH K. MARCUS, A.B.

HENRY F. A. MEIER, A.M. (Feb. 1) GRAHAM JOHN MITCHELL, A.M. DUDLEY H. MORRIS, M.D. (Dec. 1)

J. HOWARD MUELLER, M.D.

RUSSELL W. MUMFORD, A.M. (Feb. 1)

ERNEST L. NIXON, M.S. EARLE T. OAKES, A.M.

ROBERT H. PAYNTER, JR., A.M.

Pathology

Electrical Engineering

Mineralogy Zoölogy Medicine Mathematics Zoölogy Chemistry Physics Psychology

Electrical Engineering

Palæontology Cancer Research Biological Chemistry Sanitary Chemistry

Pathology

Diseases of Children

Chemistry Botany Geology

Cancer Research

Pathology

Chemical Engineering

Botany Chemistry Psychology

MORRIS A. RAINES, B.S. Botany (Research) CHARLES H. RICHARDSON, M.S. Biological Chemistry JOSEPH F. RITT, A.B. Mathematics Aura E. Severinghaus Zoölogy MARTIN DE FOREST SMITH, M.D. Anatomy GEORGE C. SOUTHWORTH, M.S. Physics CLARENCE G. STONE, JR., E.E., A.M. Physics FENTON TAYLOR, M.D. Anatomy EMORY C. UNNEWEHR, B.S. Physics EDWARD A. VAN VALKENBURG, A.B.

FELICIU VEXLER, A.M. Slavonic Languages

Chemistry

LEAVES OF ABSENCE

For the whole or part of the year 1915-1916 were granted to the following officers:

For the entire year: Assistant Professor of the Romance DINO BIGONGIARI, A.B. Languages and Literatures JOHN B. CLARK, LL.D. Professor of Political Economy CHARLES H. FARNSWORTH Associate Professor of School Music in Teachers College FREDERIC E. FARRINGTON, Ph.D. Associate Professor of Education in Teachers College CAMILLE FONTAINE, B. ÉS L. Assistant Professor of the Romance Languages and Literatures GEORGE S. FULLERTON, LL.D. Professor of Philosophy GRACE A. HUBBARD, A.M. Associate Professor of English in Barnard College JAMES F. KEMP, LL.D. Professor of Geology

GEORGE W. KIRCHWEY, LL.D. Kent Professor of Law FRANK M. MCMURRY, Ph.D. Professor of Elementary Education in Teachers College HENRI F. MULLER, Ph.D. Assistant Professor of the Romance Languages and Literatures MAURICE PREVOT Associate in Architecture

Professor of Electro-Mechanics MICHAEL I. PUPIN, LL.D. EDWARD L. THORNDIKE, Ph.D. Professor of Educational Psychology in

Teachers College

For the Winter Session:

Franz Boas, LL.D. Professor of Anthropology
J. McKeen Cattell, LL.D. Professor of Psychology
Frank N. Cole, Ph.D. Professor of Mathematics
Thomas S. Fiske, Ph.D. Professor of Mathematics
James H. McGregor, Ph.D. Associate Professor of Zoölogy

MRS. MARY D. S. ROSE, Ph.D. Assistant Professor of Household Arts in Teachers College

HENRY C. SHERMAN, Sc.D. Professor of Food Chemistry

For the Spring Session:

CARLTON C. CURTIS, Ph.D. Associate Professor of Botany
EDWARD T. DEVINE, LL.D. Professor of Social Economy
HERBERT G. LORD, A.M. Professor of Philosophy

LEA McI. LUQUER, Ph.D. Assistant Professor of Mineralogy

WILLIAM G. MACCALLUM, M.D. Professor of Pathology

Brander Matthews, LL.D., Professor of Dramatic Literature D. C. L.

MARIE REIMER, Ph.D. Associate Professor of Chemistry in Barnard College

PAUL MONROE, LL.D. Professor of the History of Education and Director of the School of Educa-

tion in Teachers College

HENRY R. Mussey, Ph.D. Associate Professor of Economics

HENRY S. REDFIELD, LL.D. Nash Professor of Law

HENRY R. SEAGER, Ph.D. Professor of Political Economy
WIELIAM P. TRENT, D.C.L. Professor of English Literature

From July 1 to December 31:

JACKSON E. REYNOLDS, LL.B. Associate Professor of Law

REPRESENTATIVES OF THE UNIVERSITY DURING 1915-16

At the installations of-

President Blodgett, Adelphi College, Brooklyn-

Dean GILDERSLEEVE

President Flint, Cornell College, Mount Vernon, Iowa— CLARENCE D. STEVENS, A.M. '07 Dean Bartlett and Professor Foley, Divinity School of the Protestant Episcopal Church, Philadelphia—

Chaplain Knox

President McCracken, Lafayette College, Easton, Pa.— Provost Carpenter, Professor Egbert and Secretary Fackenthal

President Stevenson and Professor J. Ritchie Smith, Theological Seminary of the Presbyterian Church, Princeton, N. J.

Chaplain Knox

President McCracken, Vassar College, Poughkeepsie, N. Y.—
Dean Gildersleeve and Professor Perry

President Holland, State College of Washington, Pullman, Wash.— President Butler

President Suzzallo, University of Washington, Seattle, Wash.—
President Butler

President White, Wooster College, Wooster, Ohio— Lynn Thorndike, Ph.D. '05

At the anniversary celebrations of-

Rutgers College (115th)—President Butler, Provost Carpenter, Dean Keppel, Professor J. L. R. Morgan

University of Chicago (25th)—George Enos Throop, A.B., '85

Vassar College (50th)—Dean Giedersleeve and Professor Perry

Carnegie Institute of Technology (15th)—Dean Goetze, Professor

Slichter and Mr. William A. Boring

Founding of the City of Newark, N. J. (250th)-Professor Schuyler

At the dedication of-

American University of Trade and Applied Commerce, Philadelphia, Pa.— Director Egbert

Massachusetts Institute of Technology, Boston, Mass.—Dean Goetze,
Professor Whitaker, Arthur S. Dwight,
E.M., '85, and Benjamin B. Lawrence,
E.M., '78

Western Theological Seminary, Pittsburgh, Pa.— LEONARD S. BLAKEY, Ph.D., '12

Miscellaneous-

Association of the Colleges of the State of New York, Albany, N. Y.—
Dean Keppel, Professor Jones and Secretary Fackenthal

Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, Pa.—

Dean Keppel, Professor Jones, Professor Meylan and Professor Hayes

Association of American Universities, Berkeley, Cal.-

Professor Keyser

Celebration of the Eightieth Birthday of Andrew Carnegie, Pittsburgh, Pa.— Dean Goetze, Professor Slichter and Mr. William A. Boring

Convocation of the University of the State of New York, Albany, N. Y.—
PROVOST CARPENTER

National Collegiate Athletic Association, New York— Professor Meylan and Charles H. Mapes, A.B. '85

National Tax Association, Indianapolis, Ind.-

Professor HAIG

State Examinations Board, Albany, N. Y.-

Professor Iones

Preliminary Conference on Educational Preparation for Foreign Service, Washington, D. C.—

Dean Keppel, Professor Beard and Professor Stowell

Second Pan-American Scientific Congress, Washington, D. C.—
Professor John Bassett Moore—Delegate
Professor Edmund B. Wilson—Alternate

Services in memory of John W. Alexander, New York—

PROVOST CARPENTER

APPENDIX 5

REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1915, TO MAY 31, 1916

To the President of the University,

SIR:

As Secretary of Appointments it gives me great pleasure to submit herewith a record of the activities of this Office for the year 1915–1916.

The remarkable expansion of this Office during the past year and the extraordinary and unusual demands which have been made upon it emphasize very markedly the outstanding and urgent needs,—a larger fund with which to carry on the work, and, additional clerical assistance. It is impossible under existing circumstances to give the necessary and due consideration to all the various questions as they arise. And, this constantly growing pressure is hampering the purpose of the Office and is gradually diminishing its efficiency and certainly decreasing its usefulness; for it must be borne in mind that the work is being conducted on very little more money than was appropriated ten to fifteen years ago. With adequate facilities the results would have been very much larger, and a more advantageous service could be rendered to every one,—the University, the student and graduate, and the employer.

STUDENT EMPLOYMENT

The total number of students registered with the Office was 871 as against 725 for the preceding year, an increase of 16½ per cent. These figures do not include the total number of self-supporting students in the University, but merely those who registered at the authorized Office for aid. During the summer 607 students applied

for assistance as compared to 483 for the summer of 1914, an increase of approximately 37 per cent.

The total earnings for the entire year reported by 718 students, or 82 per cent. of the number registered, amounted to \$155,976.96,—the second largest since the estab-Earnings lishment of the work,—over against \$103,016.74 for the previous year, an increase of \$52,960.22, or 34 per cent. There was a healthy advance in earnings both with and without the aid of the Office, but the most encouraging fact was, that while the earnings made without the assistance of the Office gained only about 27 per cent., the earnings directly traceable to the help given by the Office increased at the rate of 43 per cent. The sum reported as earned with the aid of the Office was 42 per cent. of the whole, while in 1914-1915 the Office earnings were less than 36 per cent, of the total. With the Office's help the student earnings jumped from \$37,253.11 in 1914-1915 to \$65,523.88 in 1915-1916; and, independently only from \$65,763.63 for last year to \$90,444.08 for this year. During the summer 15 per cent. of the grand total was earned through the Office, or \$23,671.33, against \$14,419.02 for the vacation of 1914. In the same periods the independent earnings only advanced from \$24,317.68 in 1914 to \$31,642.16 in 1915. For the academic year 27 per cent. of the entire sum, \$41,861.55 was earned with the assistance of the Office, and 38 per cent. of the total, \$58,801.92 without.

The College reported the largest amount earned by 147 students during the vacation, \$17,849.62, of which \$11,232.96 was earned independently and \$6,616.66 through the Office. The second largest amount is credited to 60 students of the Law School, \$11,412.82,—independently \$5,344.00, and with the Office, \$6,068.82. The Graduate School, 82 students, third, with \$11,318.32,—independently \$4,171.87 and through the Office \$7,146.45. The last two show more encouraging results with than without the assistance of the Office.

One hundred sixty-one students of the Graduate School reported the largest sum of any School during the academic year, \$23,365.46 independently, and \$14,068.65 with the help of the Office, totaling \$37,434.11. The College follows with

\$19,716.86 for 223 students, of which \$11,030.88 was reported without the Office and \$8,685.98 with it. The Law School students, 99, were third, \$10,587.08 through the Office, \$8,307.97 without, making a total of \$18,895.05. Teachers College fourth, \$4,346.39 independently, \$2,003.30 with the Office, or \$6,349.69 altogether.

The largest amount earned WITH THE AID of the Office was reported by the Graduate School during the academic year and totaled \$14,068.65; next the Law School with \$10,587.08; third the College with \$8,685.98. For the vacation the Graduate School heads the list, \$7,146.45; the College second, \$6,616.66; and the Law School third with \$6,068.82.

The average amount reported by the individual students supplies, perhaps, the best test to which the total earnings can be put. Of the 871 registered during the academic year only 718 reported, while only 429 of the 607 listed during the summer 1915 reported their earnings. The average amount earned by each student during the academic year was \$140.19, an increase of \$94.34 over the preceding year; and during the summer \$128.93, an increase of \$87.85 over 1914.

The students in the Graduate School who reported for the academic year, 161, averaged \$232.51; and 99 Law School students, \$190.86. Forty-three students of Teachers College averaged \$147.67. The reported average earnings in the other schools were:—Medicine, \$136.48; Extension, \$105.86; Barnard, \$102.96; Fine Arts, \$95.38; College, \$88.42; Journalism, \$87.28; Applied Science, \$73.19.

During the summer vacation the students of the Law School headed the list with average earnings of \$190.21. The students in the other schools averaged as follows:—Medicine, \$158.45; Fine Arts, \$150.75; Graduate, \$138.03; Journalism, \$129.53; College, \$121.43; Teachers College, \$97.02; Applied Science, \$91.29; Extension, \$58.13; Barnard, \$51.00.

Taking the total amount of earnings for the entire year and the number of those who reported, the average student was enabled to earn during the twelve months ending May 31st last, \$217.24, or a sum in excess of the tuition in Columbia

College, Teachers College, Barnard College, the Law School, the Graduate School, or the School of Journalism.

Further analyses can be made by consulting the complete results as recorded in the Appendix.

An unprecedented increase is shown in the number of positions obtained and filled during the year, more than doubling

Number of Positions Filled those for the previous year, that is 1266 for 1914–1915 and 2,809 for 1915–1916, or in other words practically a thousand more than during 1912–1913 when the number reached 1,885, the previous record year. The nature of the positions as well as a comparison of the total positions filled from year to year since 1908 will be found in Tables I and II.

An attempt has been made to keep a separate record of all the positions obtained by women thereby focusing attention on this phase of the work, and at the same time showing how the Committee for Women Graduate Students is indirectly but very substantially aiding every woman in the University in the matter of temporary employment. As will be noted in Table I, 89 such positions were secured and filled.

An innovation has been introduced in the Appendix by classifying the earnings according to amounts, at the same time listing separately those of the men and those

Earnings by Amounts of the women students. Thus it will be seen that among the men one earned \$1,800 during the summer of 1915; one, \$800-\$900; two, \$700-\$800; one, \$600-\$700; four, \$500-\$600; four, \$400-\$500; twenty-two, \$300-\$400; fifty-eight, \$200-\$300; ninety-four, \$100-\$200; and the rest below \$100. Nine women reported earnings up to \$50 for the summer of 1915; six \$50-\$100; and seven, \$100-\$200.

During the academic year one man reported that he had earned \$1,800; one, \$1,200-\$1,300; four, \$900-\$1,000; four, \$800-\$900; three, \$700-\$800; seven \$600-\$700; twelve, \$500-\$600; twenty, \$400-\$500; thirty, \$300-\$400; fifty-six, \$200-\$300; one-hundred-twenty-six, \$100-\$200; one-hundred-nine, \$50-\$100; and two-hundred-sixty-nine, \$50 or less.

Two women during this same period reported earnings between \$700-\$800; three, \$500-\$600; five, \$400-\$500; two, \$300-\$400; five, \$200-\$300; ten, \$100-\$200; ten, \$50-\$100; and thirty-nine below \$50.

The total amount earned by students in Columbia University since 1898, the year from which records date, is \$1,514,-334.09. Of this sum over half a million dollars, or to be correct \$568,709.84 have been earned through the direct assistance of the Office, and, \$945,606.25 independently. The comparative table in the Appendix will be of interest. (Table XI.)

From an analysis of this table and the period of incumbencies of the various secretaries it is clearly evident that there has always been an advantageous development and growth in the efficiency of the work as the tenure of office continued; and on the other hand confusion and a marked falling off in earnings with each change. The very nature of the duties will sooner or later demand an assistant trained to handle the work during the absence of the Secretary, or to succeed him in office in case of necessity.

All of this proves that the opportunities in the Metropolis are without question greater than anywhere else. Unfortunately, however, to get a job, it takes more The Prospective than mere registration at the Appoint-Student ments Office. The person who wants "to work his way through College" must be ready and prepared to accept anything and everything if he is to succeed. For no matter how menial the position, competition is the keenest: and it takes more than energy, perseverance and ability to retain a place. In addition to these qualities he must be presentable, at the same time have more or less skill in one or two particular lines of work, and above all be thoroughly responsible. The student who lacks these qualities, and who is inexperienced will usually find difficult barriers in his way. Then on the other hand, the student who thinks he is cut out only for a certain kind of work, and will tackle no other, in the process of picking and choosing may find himself for weeks and months at a time with nothing at all and usually the loser.

As it takes time to 'find oneself' in New York City, and as it invariably takes time to prove one's worth, the new student at Columbia in most cases experiences many hardships in his first year, especially if he is a stranger and is depending largely or wholly on his own resources. The first weeks are particularly difficult. On this account the Office, after an experience covering a great many years, feels that the prospective student should not come to Columbia with less than about \$300.

To find the right person to fill a certain position is often a more serious problem than finding the position itself. His ability, his present need, and his availability are all items that are taken into consideration in determining whether a student should have a particular position or not. Of necessity, the Office usually is forced to take first the one who is able and also available, his need being the least important factor. Of course in the case of two men with equal ability the one who needs the work the more will usually secure it. Prospective students must ever bear in mind that the paramount thought of coming to Columbia should be to secure a thorough education, otherwise the sole object of spending two, three or four years at the University may be defeated. The necessity of 'working one's way' no longer holds the same force as formerly as an excuse for poor scholarship.

As was said in a previous report, "when the faculties of the other Schools take the same step as that taken by the College

Representation on Scholarship Committees faculty, and when the Secretary of Appointments is consulted when scholarships are to be granted, Columbia

will be working out its scholarships award on a system that has been found to be of immense value at Yale and other institutions." Many students in the College who are working their way have often received proper endorsement and recommendation in this way. And in some instances men whose modesty and pride prevented them from asking for aid have been awarded special grants and scholarships upon the satisfactory endorsement of this Office. The same methods would prove advantageous in the other Schools.

While the funds of the University available for loans are limited, the student who is in dire need can usually secure some aid upon the recommendation of this Loan Funds Office.

II. PROFESSIONAL, BUSINESS AND TEACHING APPOINTMENTS

That the division of Graduate Appointments took such an encouraging upward leap during the past year is due in large measure to the effective and helpful coöperation now existing between this Office and many of the departments of the University. While a few still hold aloof most of them recognize the importance and value of this work and the attendant service as the University clearing house for all such matters which the Office renders not only to the individual student and graduate as well as to the employer, but in turn to the departments. A still better coördination of the different Schools and branches of the University is desirable and would prove a revelation to everyone.

In reality no greater privilege confronts the University today than that of consciously guiding and directing its sober minded men and women, trained and fitted for intelligent leadership, into those fields of public, private and educational enterprise where they will do justice not only to themselves, but above all render the highest kind and most effective service in the community and in the nation. Columbia, already peculiarly rich in opportunities, has here a line of endeavor through which to make its influence and grandeur permeate every walk of life and reach out far beyond the boundaries of any institution in the world. Such a service, efficiently conducted, can do nothing but react in its favor.

There was a gain of over 73 per cent. in the number of graduates who secured permanent placements during the past year, that is 293 for 1915–1916 against 169 for 1914–1915, or 238 more than in 1913–1914 when 55 graduates were placed. Of these 113 reported collective salaries of \$109,536 as compared to \$85,550 for 82 persons last year. If a record of the initial

salary received had been obtainable from all who were placed the figure would without doubt be above \$250,000, or a quarter of a million dollars. Despite this remarkable showing a great many other positions were gotten of which either no memoranda were obtainable or were kept by the departments. Of the entire number 146 were secured directly by the Office. It must be borne in mind, however, that data and letters of reference are always filed immediately after applicants register, and information from the faculty members is on hand before names of candidates for any position are submitted directly by the Office. On the other hand in the case of many positions credited to the departments the original inquiries came to the Office and were then directed into the proper channels for action and recommendation. Right at this point there is still room for better coöperation.

Ninety-one persons obtained teaching posts in various subjects. Of these 35 reported aggregate salaries of \$47,450; two were professorships paying respect-Teaching Positions ively \$3,000 and \$3,500. Of course many requests remained unfilled especially those for instructors in Mathematics, Chemistry, Physics and Physical Education, where the demand during the past few years has always exceeded the supply. Then again many colleges and institutions stipulate a preference for certain types of persons which limits the choice of selection from the very start. Many inquiries have reached the Secretary for High School and Normal School teachers but these are always turned over immediately to the Appointment Committee of Teachers College which has never failed to cooperate and lend its support whenever called upon.

The Alumni Association of the Law School through its Law Clerkship Committee and with the coöperation of the Dean has solved the problem of finding positions for the graduates of this School to a very satisfactory degree. While the Association for the last few years has appropriated a sufficient sum of money to send out between 5,000 and 6,000 letters, through the Office, to

lawyers and law firms, not only in the city but also outside of it, the graduating class each year at the suggestion of the Dean appoints a Committee to aid the Secretary of Appointments in the matter of securing places for its members. The number of requests was not near so large as last year, yet 36 men were successful in locating jobs, of whom 15 reported aggregate salaries of \$9,532.

The Committee for Women Graduate Students has continued its excellent work, and the Secretary, Miss Emma P. Smith, has given her advice and assistance in every way. The figures as shown in Tables XIV, XV, and XVI speak for themselves. While not all of the places secured by women were the direct result of the Committee, the influence of sending out another circular letter through this Office, reacted in its favor and more than anything else undoubtedly brought about a more promising outlook for the women in the University.

The unusual demand for engineers of every description which continues is due in greatest measure to the present trade relations with all the warring countries.

Eighty-one engineering graduates were successful in getting appointments as compared to 21 for the year 1914–1915. Eleven of these are earning initial salaries amounting to \$10,076.

The inception of the School of Business is already reflected in the demands which are reaching the Office from all parts of the country and from all kinds of business houses and manufacturing plants. A total of 85 business openings as against 51 for last year was the result. Table XIV will indicate the variety and the initial salaries. The demand for college bred men and women possessing a knowledge of stenography and typewriting continued, with the ability of speaking and reading one or more foreign languages always proving an asset. More and more the various departments of the National, State and Municipal Service are looking to the University Appointments Office to furnish keen, intelligent and broad-gauged men and women

for the most attractive openings. All three divisions are constantly keeping the Office informed of examinations, and some even have sent representatives to explain the *modus operandi* not only to the Secretary but also to applicants interested. In such a public duty as this the usefulness of the Office and its possibilities for development are self-evident.

Altogether 1,006 graduates listed their names for positions of every description as compared to 691 for last year, an increase of 46 per cent. Some of these were without employment at the time of registration, but many utilize the Office as a means of improving their status. Employers value this feature, and by the demands for graduates of longer standing and maturity which are constantly reaching the Secretary reveal evidences of appreciation.

III. NEEDS AND RECOMMENDATIONS

As is quite obvious from the above for both divisions of the Office—the Student Employment and the Graduate Appointments—the growth has been such Clerical Assistance that the Secretary, his stenographer and an office boy can no longer be expected to carry on its duties with any degree of efficiency and without an apparent lack of thoroughness. Physical limitations restrict that. The correspondence as well as all other matters have multiplied to such an extent that the routine work of Student Employment ought to be delegated to one clerk and the routine Appointment material to another in order to secure the required satisfaction and dispatch. On account of the extreme pressure under which those connected with the Office must work, it is difficult to avoid frequent lack of courtesy; and, if, under present conditions, the volume of work increases, it is certain to result in dissatisfaction on the part of all who are obliged to depend on the services of the Office, students and graduates, as well as employers and the public, who have been educated to rely on its recommendations.

As was brought out in last year's report the many men and women who call upon the Secretary for vocational advice and guidance impose a task which it is physically impossible for one person to perform. The nature and scope of requests, the number of business houses and other commercial organizations, the list of colleges and universities also other educational institutions, as well as the individual persons with

whom the Secretary must of necessity keep in touch, have created such a vast, far-reaching, and complicated field that

Vocational Advice and Expert Counsel

expert counsel must now be regarded as a highly essential adjunct. In conformity with this idea the Alumni Association of the College has very considerately assented to the appointment of a Committee of Five by its President and in consultation with the Secretary of Appointments, in order that the Office may gain the aid of representative and distinguished minds, and in this manner open the way for the direction of students and graduates to successful leaders in various educational, business and professional fields for expert advice. Undoubtedly this will prove so productive a departure that it is hoped the Alumni Associations of all the other Schools will feel themselves impelled and find it to the mutual interest and advantage of their respective students and graduates to follow this example. The Dean of the College from among the faculty and graduates and through this Office is contemplating to put into execution a somewhat similar scheme for the students under his direct care. While this whole movement is but in embryo state it requires little imagination to picture its wonderful possibilities.

Bearing the foregoing in mind, if the Office is at all worthy of the recognition which it deserves,—and the most casual observer will admit that it is,—it ought to be supported and maintained in a proper and dignified manner. All of which, to be sure, requires money. And therefore, an endowment fund of at least \$100,000 which has been urged repeatedly cannot be emphasized too strongly. Such a fund would establish the Office on an absolutely inde-

pendent basis and at the same time provide for its future growth and expansion.

This report would not be complete without expressions of gratitude to the Secretary of the University for his ever responsive ear to all appeals, to the administrative officers and other members of the faculty, to the clerk of the Office, as well as to the graduates and students who have made this record possible. Undaunted by immediate obstacles but with a larger vision even broader and more fascinating services are anticipated during the coming year.

Respectfully submitted,

Paul C. Holter,
Secretary

June 30, 1916

APPENDIX 5

STUDENT EMPLOYMENT

TABLE I

POSITIONS FILLED DURING THE YEAR 1915-1916

ī	Vomen	Men		Women	Men
Addressing	4	66	Mandolin Teacher		I
Architectural Drafting	,	I	Messenger		65
Artist's Model	1	8	Mimeographing		1
Assayist		1	Miscellaneous	30	123
Athletic Coach	I	7	Moving Picture		161
Boys' Club		12	Notary Public		1
Cashier		5	Painting		1
Camp Assistant		5	Pianist		19
Caretaker		15	Playground		I
Chauffeur		8	Porter		I
Chemist		16	Proctor	5	51
Civil Service Work		I	Proof Reader		3
Clerical	I	116	Public Speaking		1
Collector		2	Reader	3	22
Companion	5	46	Reporting		2
Conductor and Motorman		2	Research Work		2
Conversation (foreign language))	6	Salesman		88
Cornetist		1	Secretary	I	3
Copying		2	Snow Shoveling		39
Distributing	I	36	Skating Instructor		I
Dancing Escort		8	Settlement Worker		8
Demonstrator		2	Soliciting	2	30
Draftsman		23	Statistical		II
Electrical Engineer		2	Stenographer	11	71
Examiner		II	Supervisor		15
Furnace Attendant		2	Supernumeraries		246
Guide		I	Surveying		1
Gymnasium Instructor		3	Telephone Operator		5
Hotel Clerk		3	Tennis Coach		I
Night Clerk		3	Ticket Agent		6
House Worker	I	2	Trade Investigation		22
Interpreter		11	Translator		30
Instructor		3	Tutor	11	267
Interviewing		6	Typewriter	12	152
Investigator		8	Usher		676
Law Clerk		2	Violinist		5
Lettering		I	Waiter		118
Machine Shop Work		I	Watcher		20
Magazine Writer		2	Total	89	2,720
			Grand Total		2,809

TABLE II

A comparative table of positions filled from year to year since 1908.

1908-1909	1909-1910	1010-1011	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916
614	1010	909	1496	1885	1433	1 266	2809

REGISTRATION AND AVERAGE EARNINGS

	1915-	\$88.42 190.86 136.48 73.19 232.51 93.25 102.96 107.96 105.86 \$140.19
Sarnings	Summer 1915	\$121.43 158.45 158.45 91.29 138.03 150.75 51.00 97.02 120.53 58.13
Average Earnings	1914- 1915	\$39.44 12.05 12.05 13.54 56.75 50.31 5.85 81.80 43.28 58.18 58.18
	Summer 1914	\$49.38 52.30 52.30 24.05 54.00 34.00 6.93 108.34 22.00 \$41.08
ing	1915- 1916	223 909 161 161 161 150 78
Students Reporting	Summer 1915	147 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Stuc	1914-	163 688 13 101 101 17 22 22 23 498
red	1915-	254 1144 1774 1777 1777 17 17 17 185 858 8719
Students Registered	Summer 1915	215 75 75 21 54 123 17 17 17 34 29 20
Stud	1914-	200 98 29 81 137 137 24 24 38 45 45
	SCHOOL	College Law Medicinel Medicinel Graduate Graduate Fine Arts Barnard Teachers Journalism Extension

1 Pharmacy and Optometry students included.

20 fthis number 227 withdrew or were dropped at or before the end of the academic year.

3 Women included—1.

4 Women included—1.

5 Women included—2.

8 Women included—2.

9 Of this number 260 withdrew or were dropped at or before the end of the academic year, 1915–1916.

TABLE IV EARNINGS DURING THE SUMMER VACATION

	Through Aid of Office	id of Office	Independently	dently	To	Totals
School	1914	1915	1914	1915	1914	1915
College Law Medicine	\$6,419.74 2,258.94 111.50	\$6,616.66 6,068.82 700.00	\$7,305.50 2,406.55 1,883.80	\$11,232.96 5.344.00 2,628.00	\$13,725.24 4,725.49 1,995.30	\$17,849.62 11,412.82 3,328.00
Applied Science Graduate Fine Arts	1,273.89 2,784.50 238.00	7,146.45	2,903.91 5,853.00 657.00	3,077.70 4,171.87 1,570.00	8,637.50 895.00	11,318.32
Barnard Teachers Journalism Extension	39.00 97.00 1,083.45 113.00	147.00 893.05 993.85 110.00	501.50 958.75 969.42 753.25	516.00 I,435.48 I,078.65 587.50	540.50 1,055.75 2,052.87 866.25	003.00 2,328.53 2,072.50 697.50
Totals	\$14,419.02	\$23,671.33	\$24,317.68	\$31,642.16	\$38,736.70	\$55,313.49

TABLE V EARNINGS DURING ACADEMIC YEAR OCTOBER I TO MAY 31

	Through A	Through Aid of Office	Indepe	Independently	Totals	als
SCHOOL	1914-1915	9161-5161	1914-1915	1915–1916	1914–1915	1915–1916
College Law Medicine Applied Science Graduate Fine Arts Barnard Teachers Journalism Extension	\$6,428.41 4,887.98 156.00 730.05 5,731.75 503.10 99.36 1,790.79 1,168.40	\$8,685,08 10,587,08 10,36,00 1,171,46 14,068,65 709,40 41,44 2,003,30 816,40 2,341.80	\$8,937.35 7,238.65 1,620.50 3,504.54 9,632.40 1,282.09 3,147.30 2,213.73	\$11,030.88 6,307.97 1,093.50 2,781.10 23,365.46 580.15 4,465.15 2,674,53 2,674,53 3,586.38	\$15,365.76 12,126.63 1,776.50 4,234.15 15,364.15 1,381.45 4,782.69 4,782.69	\$19,716.86 18,895.05 2,952.56 3,952.56 3,7434.11 1,239.90 9,26,63 6,349.69 5,928.18
Totals	\$22,834.09	\$41,861.55	\$41,445.05	\$58,801.92	\$64,280.04	\$100,663.47

TABLE VI EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE SUMMER VACATION, 1915

Miscellaneous	Through Aid Independently of Office	\$5,282.95 1,386.60 215.50 1,394.50 1,394.50 1,394.50 1,394.50 1,455 1,455 1,30.00 1,320.60 135.00 135.00	\$6,787.60 \$13,309.02
Fechnical Work	Independently	\$1,119.22 72.00 72.00 35.00 1,750.00 907.00 605.00 805.00 225.00 337.15	\$5,726.37 \$6
Technic	Through Aid of Office	\$492.50 120.00 50.00 184.00 284.00 168.00	\$1,373.50
Clerical Work	Independently	\$3,207.79 1,182.00 240.00 263.00 70.00 30.00 271.00 186.00 230.00 60.00	\$5,748.79
Cleric	Through Aid of Office	\$1,488.31 1,018.97 25.00 185.00 325.95 75.00 650.00	\$3,768.23
Teaching and Tutoring	Independently	\$1,523.00 1,397.00 180.00 500.00 1,556.00 795.00 95.00 51948 20.00	\$6,857.98
Teaching a	Through Aid of Office	\$2,107.50 3,093.25 262.50 172.00 5,142.00 72.00 878.50 14.25	\$11,742.00
SCHOOL		College Law Medicine Applied Science Graduate Fine Arts Barnard Jeachers Journalism Extension	Totals

TABLE VII
EARNINGS CLASSIFIED BY OCCUPATIONS FOR ACADEMIC YEAR 1915-1916

SCHOOL	Teaching as	Teaching and Tutoring	Clerical Work	l Work	Technical Work	1 Work	Miscell	Miscellaneous
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College Law Medicine Applied Science Graduate Fine Arts Barnard Teachers Journalism Extension	\$3,002.65 6,408.50 531.00 353.75 9,753.15 125.75 1,581.80 57.75 429.00	\$2,819.00 2,952.02 315.00 16,786.72 40.00 53.50 3,163.75 2,655.50 635.55	\$1,416.82 1,609.45 45.00 45.00 45.11 1,077.60 137.65 276.82 264.25 264.25 264.25 264.25 264.25 264.25	\$2,488.95 \$58.78 \$102.00 212.00 953.45 \$400.35 \$22.45 177.10	\$730.50 70.00 105.00 262.60 986.75 313.35 4.00 22.50 116.00	\$1.014.35 47.125 478.00 1.193.60 667.19 475.50 120.00 223.50 614.00	\$3.536.01 2,499.13 355.00 487.00 2,251.15 132.65 106.00 313.25 467.90 1,305.93	\$4,708.58 4,079.32 1,098.50 579.50 4,998.10 15.00 31.30 810.19 2,008.49 1,386.33
Totals	\$22,201.85	\$27,827.64	\$5,594.98	\$6,395.58	\$2,610.70	\$4,003.39	\$11,454.02	\$19,675.31

TABLE VIII
GRAND TOTALS FOR FISCAL YEAR 1915-1916

Totals	1915-1916	\$55,313.49 100,663.47 \$155,976.96
Tot	1914-1915	\$38,736.70 64,280.04 \$103,016.74
Independently	1915–1916	\$31,642.16 58,801.92 \$90,444.08
Indepen	1914–1915	\$24,317.68 41,445.95 \$65,763.63
d of Office	9161-5161	\$23,671.33 41,861.55 \$65,532.88
Through Aid of Office	1914-1915	\$14,419.02 22,834.09 \$37,253.11
		Summer Vacation Academic Year Totals

TABLE IX EARNINGS CLASSIFIED ACCORDING TO AMOUNTS

Summer 1915 MEN

														
School	\$1 to \$50	to	to	to	to	to	to	to	to	to	to	\$1200 to \$1300	\$1800	Total
	<u> </u>		1											
College	35	26	45	17	5		I			1				130
Law	13	10	10	12	5	3	I	1	1					56
Medicine	4	2	5	6	3				l					20
Applied					i				Ì					
Science	13	8	8	4	2	l	1						'	35 62
Graduate	19	10	14	II	5	I			I				I	62
Fine Arts		2	3	I	I		I		ļ					8
Teachers	6	2	2	4	1	}			1					15
Journalism	4	4	4	I	1		I		1	1				14
Extension	2	4	3	2										II
		1				ļ								
Total	96	68	94	58	22	4	4	I	2	I			I	35I
	i	1				į	i		1	1		1		

WOMEN

School	\$1 to \$50	to	to	to	to	to	to	to	to	to	to	\$1200 to \$1300	\$1800	Total
Graduate Barnard Teachers Extension	2 5 2 9	2 3 1	3 2 1 1 7											7 10 2 3

TABLE X

EARNINGS CLASSIFIED ACCORDING TO AMOUNTS

Academic Year October 1 to May 31

MEN

School	\$1 to \$50	to	to	to	to	to	to	to	to	to	to	\$1200 to \$1300	\$1800	Total
College Law Medicine Applied	122 31 6	36 13 4	41 25 5	15 10 2	4 6 2	2 5	3 5	I	2			1		223 99 20
Science Graduate Fine Arts Teachers Journalism Extension	31 29 6 9 16	15 16 4 3 6	5 24 1 11 7 7	1 14 1 7 2	11 1 3 1 2	I 10	I 2 I	5	I	4	3		I	54 120 13 34 33 46
Total	269	109	126	56	30	20	12	7	3	4	4	I	I	642

WOMEN

School	\$1 to \$50	to	to	to	to	to	to	to	to	to	\$900 to \$1000	to	\$1800	Total
Graduate Barnard	17	6	4 2	3	2	5	2 I		2					4I 0
Teachers Journalism	6 7	I	I	I										9
Extension	3	3	3	I										10
Total	39	10	10	5	2	5	3		2					76

TABLE XI

The following table shows the earnings of the students since 1898–1899, both with and without the aid of the Office. In the years 1902–1903 to 1910–1911 all students in the University were asked to make a report of their earnings. Only those regularly registered with the Office have been asked to report since 1911.

	With	Without	Total
1898–1899	\$1,600.00	Unreported	\$1,600.00
1899–1900	3,000.00	Unreported	3,000.00
1900–1901	4,977.00	Unreported	4,977.00
1901–1902	5,459.68	\$10,204.50	15,664.18
1902-1903	16,574.94	41,149.63	57,724.57
1903-1904	27,452.10	46,569.07	74,021.17
1904-1905	43,032.11	49,404.09	92,436.20
1905–1906	39,660.96	64,529.43	104,190.39
1906–1907	30,645.33	80,515.95	111,161.28
1907–1908	28,766.15	67,089.85	95,856.00
1908–1909	29,245.83	65,908.89	95,154.72
1909–1910	39,054.02	127,723.47	166,777.49
1910–1911	24,861.02	50,848.43	75,709.45
1911–1912	35,419.56	59,615.97	95,035.53
1912–1913	57,192.74	63,086.56	120.279.30
1913–1914	78,982.41	62,752.70	141,753.11
1914–1915	37,253.11	65,763.63	103,016.74
1915–1916	65,532.88	90,444.08	155,976.96
Total 1898-1916	\$568,709.84	\$945,606.25	\$1,514,334.09

GRADUATE APPOINTMENTS

TABLE XII GRADUATES LISTED FOR PERMANENT POSITIONS

(a) Teaching:	
Women	226
Men	296
(b) Business and Professional:	
Architecture	6
Business	124
Business (women)	98
Engineering:	
Chemical	20
Chemist	8
Civil	34
Electrical Electrical	13
Mechanical	23
Metallurgist	2
Mining	22
Law Clerks	133
Medicine	r
Total	1,006

Note—This list does not mean that all of these persons were without employment but that they recognize the facilities of the office as a clearing house for better opportunities.

TABLE XIII

During the year a circular letter was sent to the heads of all departments in the University requesting information as to the number of permanent positions secured and recommendations made by the department or any of its members.

The table given below shows the result and the response to this letter. Some positions which were secured by the Office are duplicated.

Agriculture		No report.
Anatomy		No report.
Anthropology		No report.
Architecture	I	Instructor. One position pending. Students and graduates referred to architects.
Astronomy		No report.
Bacteriology	3	Placed as bacteriologists—one woman. Placed in laboratories—two women. Several positions pending.
Botany	I I	Professor of plant pathology. Assistant professor of Botany.
Chemical Engineering	16	Placed in various business and chemical concerns.
Chemistry		No report.
Civil Engineering	25	Positions reported as probably secured, but no accurate record kept.
Classical Philology		Several recommendations made.
Drafting		No report, but many recommendations made.
Economics	I 6 I 4	Lecturer. Instructors. Assistant professor. Pending.
Electrical Engineering	18	Placed with various electrical and other

concerns.

English	I	Woman	assistant.
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10 Instructors (two women).

I Dean of women.

I Assistant professor.

About 20-25 additional recommendations

made.

Average salary about \$1,200 per annum.

Geology I Fellow in Geology (woman).

I Assistant in Geology.I Instructor (woman).

Instructor in Geography.Teacher of sciences (woman).

5 Assistant geologists for business houses.

Field geologist.Special investigator.

Also several minor positions.

Salaries varying from \$90 to \$250 per month.

Germanic Languages

I Teaching fellow.

7 Instructors-one woman.

I Editorial assistant.

Aggregate salaries reported—\$9,100.

Several positions pending.

History Several recommendations made.

Journalism 18 Reporters and journalists—two women.

Mathematics Several candidates recommended.

Mechanical Engineering Many men recommended to positions but

no record kept.

Metallurgy 5 Metallurgical Engineers.

Other recommendations made.

Mineralogy No report.

Mining No report.

Music No report.

Oriental Languages No report.

Pathology I Pathologist (woman).

Pharmacy Reported; many requests received and

many students recommended, serving as a

clearing house for pharmacists.

Philosophy I Professor of philosophy, several other rec-

ommendations made.

Political Science Several recommendations made.

Psychology No report.

Physics No report, but several candidates rec-

ommended.

Physical Education A number of men recommended.

Psychology No report.

Practice of Medicine Several men recommended for positions.

Romance Languages and Literature

3 Assistant professors.

8 Instructors, two women.

4 Women teachers. Several minor positions for Romance languages in various schools. No report.

Sociology No report.
Social Sciences No report.

Zoology 4 Research assistants in Biology, one woman.

I Assistant in Biology (woman).

5 Instructors in Biology.

I Instructor in Embryology (woman).

I Professor of Medical Zoology.

Total 165

TABLE XIV APPOINTMENTS

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
(i) TEACHING			
Instructor in Architecture	1		
Research Assistant in Biology, I woman	4		
Assistant in Biology, woman	I		
Instructor in Biology	5		
Instructor in (Embryology) Biology, woman	I		
Professor of Biology and Physics	I	I	\$1,200
Professor of Biology	I	I	1,800
Assistant Professor of Botany	I		
Professor of Plant Pathology (Botany)	ı	_	
Instructor in Chemistry, Head of Department Lecturer in Economics	I	1	1,000
Instructor in Economics	8	1	1,200
Assistant Professor of Economics	ı	1	1,200
Professor of Economics and Business	Î	r	3,500
Assistant in English, woman	ī	•	3,300
Instructors in English, 3 women	11	8	10,000
Adjunct Professor of English	2	I	1,600
Professor in English and Dean of Women	I	I	1,600
Fellow in Geology, woman	I		
Assistant in Geology	I		
Instructor in Geology, woman	I		
Instructor in (Geography) Geology Instructor in General Subjects	ī	-	7.50
Fellow in German	I	I	750 500
Instructor in German	7	6	7,600
Head of History Department, woman	Í	ī	1,400
Professor of History	Î	ī	3,000
Instructor in Mathematics	ī	ī	1,200
Associate Professor of Metallurgy	I		
Instructor in Modern Languages	I		
Professor of Philosophy	I		
Instructor in Physics and Chemistry	I	I	1,800
Instructor in Physics and Mathematics	I	I	700
Professor of Psychology	I	_	
Instructor in Public Speaking	I	I	1,500
Teacher of Romance Languages, 4 women Instructor in Romance Languages, 2 women	4 8 3 1		
Assistant Professor of Romance Languages	0		
Instructor in Sciences, woman	3		
Instructor in Several subjects	2	1	500
Associate Professor of Social Sciences	ī	ī	1,800
Instructor in Sociology and Pol. Science	ī	ī	1,200
Professor of Sociology and Dean of Women	I		
Instructor in Spanish and German, woman	r	I	1,200
Instructor in Spanish	2	2	2,400
Professor of (Medical) Zoology	I		
Total	OI.	35	\$47,450

No. of Positions Filled				
Advertising		Positions	Salaries	
Advertising Bacteriologist I Saladient I I Saladient I I Saladient I I I Saladient I I I Saladient I I I Saladient I I I I Saladient I I I I I I I I I	() Property of the property of the control of the			
Backeriologist		2	2	\$2.080
Clerk in office	Bacteriologist	I		
Correspondent	Bookkeeper Clerk in office			
Editorial Assistant	Correspondent	2		
Foreign Service Geological Assistant for business houses Geological Assistant for business houses Geological Special investigator Investigator and Computor Investigator and Secretar Investigator Inves	Editorial Assistant		I	1,000
Geologist Assistant for business houses Geological special investigator T				T 200
Investigator and Computor I	Geologist Assistant for business houses	5	1	1,200
Law clerk	Geological special investigator Investigator and Computer		т	800
Law clerk	Investment bank clerk	I	_	
Library clerk	Laboratory bacteriologist		15	9,532
Pathologist Reporter and Journalist Reporter and Journalist Reporter and Journalist Reporter 2	Library clerk	I	I	520
Reporter Salesman 9 6 5.560	Pathologist			1,040
Sales man 9 6 5,560 Sales manager 1 1 1,800 Sales manager 1 1 1 1,200 Total 1 1 1,200 Total 94 50 \$40,612	Reporter and Journalist			
Secretary Employment Bureau 1	Salesman		6	5,560
Translator and Secretary			I	1,800
Total	Statistical	I		
(3) WOMEN—BUSINESS AND PROFESSIONAL: Bacteriologist Bookkeeper and stenographer Clerk Instructor, Educational Department of business house Laboratory bacteriologist Office Assistant Pharmacist Reference Librarian Reporter and Journalist Secretarial Assistant, Mission Board Stenographer Total (4) ENGINEERING: Assistant Superintendent (C. E.) Chemical Engineer Chemist Compensation Rater Darating and Computing I I I \$900 Electrical Engineer I I 720 Drafting and Computing I I 1,460 Electrical Engineer Metallurgical Engineer Metallurgical Engineer Metallurgical Engineer Metallurgical Engineer Mining Engineer I I 1,080	Translator and Secretary	I	I	1,200
Bacteriologist Bookkeeper and stenographer I I \$540	Total .	94	50	\$40,612
Reporter and Journalist 2 1 1 1,400 Secretarial Assistant, Mission Board 1 1 1 1,400 Stenographer 15 14 8,938 Total 27 17 \$111,398	Bacteriologist Bookkeeper and stenographer Clerk Instructor, Educational Department of business house Laboratory bacteriologist Office Assistant Pharmacist	I I I 2 I I I		
Stenographer	Reporter and Journalist	2		
(4) ENGINEERING: Assistant Superintendent (C. E.) Chemical Engineer Chemist Compensation Rater Drafting and Computing Electrical Engineer I I I 720 I			_	
Assistant Superintendent (C. E.) I Chemical Engineer 17 Chemist 2 I \$900 Civil Engineer 28 I 936 Compensation Rater I I 720 Drafting and Computing I I 1,460 Electrical Engineer 21 3 2,436 Inspector I I 3 3 3 2,544 Metallurgical Engineer 5 Metallurgical Engineer 5 I 1,080	Total	27	17	\$11,398
	Assistant Superintendent (C. E.) Chemical Engineer Chemist Civil Engineer Compensation Rater Drafting and Computing Electrical Engineer Inspector Mechanical Engineer Metallurgical Engineer Mining Engineer	17 2 28 1 1 21 1 3 5	1 1 3 3	936 720 1,460 2,436 2,544 1,080
Grand Total 293 113 \$109,536	Grand Total	203	113	\$100,536

TABLE XV PERMANENT POSITIONS SECURED DIRECTLY BY THE OFFICE

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported		
Teaching, (4 women) Business and Professional Women, Business and Professional Engineering	37 69 22 18	26 39 17	\$36,450 30,212 11,398 10,076		
Total	146	93	\$88,136		

TABLE XVI
NUMBER OF WOMEN WHO SECURED PERMANENT APPOINTMENTS

	No. of Positions Filled	No. of. Salaries Reported	Aggregate Salaries Reported
Teaching Business and Professional	20 27	5 17	\$7,200 11,398 \$18,598
Total	47	22	

TABLE XVII

A comparison of the number of permanent appointments secured from year to year as well as the number of salaries and the aggregate amounts reported might prove instructive to show the development and increase of this division of the Office.

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported	Average
1912-1913	47	20	\$18,452	\$923
1913-1914	55	26	26,155	1,006
1914-1915	169	82	85,550	1,043
1915–1916	293	112	109,536	970
Total	564	240	\$239,693	\$999

APPENDIX 6

REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
Sir:

The Board of Student Representatives has the honor to present the following report for the academic year 1915–1916.

For convenience the report is divided as follows: Routine Work, Legislation, Activities of Special Interest, and Recommendations.

The usual interclass rushes were held during the first two weeks of the Fall Term, the Freshmen winning a majority of these. For the first time a nominal admission fee was charged, for the purpose of keeping undesirables from the field and of helping defray the unusual expenses arising from the return of football. The money so obtained was used in purchasing uniforms for the Student Band and in refitting the trophy room in Earl Hall.

The Board assumed entire control and supervision of the cheering and singing at the football games. Mass meetings were held frequently throughout the season, and the results were more than satisfactory. The Board also assumed responsibility for decorating South Field and the dormitories on the day of the opening game with St. Lawrence.

An election of managers for the Glee Club and Varsity Show was conducted by the Board.

The election of officers of the Freshman Class was postponed until the Thanksgiving Holidays, in order that the men might be given every opportunity to become acquainted with each other.

During the week preceding the Christmas recess, the Board conducted the annual cane sprees between the Freshman and Sophomore classes. The contest resulted in favor of the Sophomores.

An election of two members of the 1917 Student Board was held in February and resulted in favor of E. M. Earle, of College, and J. P. Haight, of Science. Elections to the 1918 Columbian Board were held at the same time.

Six cheer leaders were elected by the Sophomore Class from among their number. The balloting was conducted in conjunction with the annual Student Board elections in May.

The Board on the basis of sound campus policy and in the best interests of student government found it necessary to invalidate the general elections held May 10 to 12, inclusive, for members of the 1917 Student Board. This action was taken as a result of conclusive proof, submitted by responsible and trustworthy witnesses, that there had been active electioneering on behalf of at least four of the candidates, in spite of the fact that such electioneering is contrary to student regulations and campus custom. A full statement of the findings and decision of the Board was published in the Spectator of May 18, and a new election was ordered and held, May 18 to 20, inclusive. The total vote in the second election exceeded that of the former, indicating that the action of the Board had received the support of the campus as a whole. On the basis of the second balloting, the following members of the Class of 1917 were declared elected: E. Littauer, W. T. Hooven, Jr., H. M. Miller, R. L. Perkins, F. C. Bellinger, and A. K. Paddock.

The Board authorized some radical changes in the manner of choosing members of the editorial board of the *Columbian*. On the recommendation of the editor of the *1917*Columbian it was decided that hereafter ten of the fourteen members of the junior class book shall be chosen by a system of competition similar to that employed by all the other campus publications, the remaining members to be elected by the class at large. Furthermore, the retiring Editor-in-Chief and Business Manager are to serve in an advisory capacity to their successors. The plan was put in operation and proved its utility.

A committee was appointed to investigate the advisability of granting permission for a Sophomore Show. This committee reported that previous shows had never justified the amount of energy expended in their production; they had been successful neither socially nor financially. The Board laid these facts before the Sophomore Class, which, by vote, requested the Board to withhold permission for the show. The Class then applied for the privilege of holding a Sophomore 'Hop' as a substitute. This was granted.

The Board again delegated its power over the internal affairs of the Law School to the Law School Student Council, 'with the understanding that only strictly local matters be included in its sphere of activity, and only so long as this understanding is lived up to shall such power be delegated'.

A request was received from the students in the Engineering schools and in the School of Journalism to allow them to have a football game on the afternoon of December 2, a week after the close of the regular season. After consultation with Dr. Meylan and Head Coach Metcalfe, the Board ruled that the danger of injuries to these untrained men was too great to justify the game, and permission for it was refused.

The Board reënacted and vigorously enforced previous legislation regarding the form and size of posters for University bulletin boards.

A cap submitted by a committee from the Junior Class was adopted as the official Junior hat for a period of one year only.

Hereafter the manager of the Glee and Mandolin Clubs are to be elected by the members of the Clubs, instead of by the student body at large.

A request from the Chairman of the Honor Committee in the Engineering School, that the Board effect means by which the incoming class in Engineering should appoint their representatives to the Honor Committee, was denied. The Board felt that the present Honor Committee, in conjunction with the Dean of the Schools of Mines, Engineering and Chemistry, was better qualified to make such plans, and hence gave them authority so to do.

All Freshman classes are to be required to purchase a regulation class banner to be used by the Student Board for purposes of decoration at athletic contests and other campus functions.

A new system for the competitive selection of cheer leaders was adopted and placed in operation.

On vote of the student body, taken May 18 to 20, the Constitution of the Board of Student Representatives was amended as follows: Article VI, Section 2, which now reads, "During the last week of April of the same academic year there shall be held a general election, open to the entire student body at the University, at which the remaining six members of the new Board shall be elected," to read, "open to registered students in Columbia College, to registered students in Mines, Engineering and Chemistry, and to male students registered in the schools of Journalism and Architecture."

An elaborate campaign was conducted during the early part of October for the purpose of securing subscriptions to the Athletic Association and to *Spectator*.

The Board felt that a large participation in both of these activities was essential to intel-

ligent coöperation by the whole student body in making campus life in general, and football in particular, successful. A committee of almost one hundred worked for over a week, with the result that the undergraduate membership in the Athletic Association was the largest in the history of that organization, numbering well over 700; subscriptions to Spectator also were materially increased.

Arrangements were made with a prominent photographer to take a panorama picture of the entire student body, and a large number of copies was sold on the campus.

On numerous occasions complaints came to the Board concerning the locker system in the gymnasium; these immediately were referred to the Department of Physical Education and the Committee on Buildings and Grounds. An investigation showed that these complaints were well founded, but that both departments mentioned above were doing all in their power to better conditions. The fire of two years ago and the increased number of students made necessary the installation of the present system. However, it is to be hoped that some action may be taken to provide more comfortable, as well as more sanitary, conditions.

Considerable unfavorable comment was heard on the campus when the revised eligibility rules were announced by the University Committee on Athletics. Particular objection was raised against the so-called 'graduate rule', which, it was maintained, should not have been framed as to disqualify men who were registered in the University at the time the rule was formulated. The Board called this to the attention of the Committee on Athletics, who modified the ruling in accordance with the expressed wishes of the student body. This is only one of the many instances in which the University authorities have shown great willingness to coöperate with the Board and the rest of the student body.

The Board received a request from the Rowing Association to investigate the charges of *Spectator* in the crew situation. Conferences were held with the officials of the Rowing Association, and the conclusion was reached that the Graduate Manager of Rowing should take the situation into consideration and test the practicability of the suggestions offered by *Spectator*. This program was followed out with most satisfactory results; the average daily attendance at crew practice was the largest in the history of the sport at Columbia.

The campus was not unaffected by the nation-wide agitation for preparedness. Numerous requests from defence societies, and from organizations opposed to the preparedness program, were received by the Board and in all instances turned over to individual students who were known to be interested in the subject; the Board felt that student sentiment was so divided on this issue that any action it might take would represent only a portion of the student body. However, on the request of a committee of alumni, the Board

appointed an undergraduate committee to prepare for a mass meeting at which Mayor Mitchell and Major General Wood were to speak in favor of the Plattsburg camps. The meeting was held in Earl Hall and was attended by 1,500 enthusiastic students. The following week a similar meeting, upholding the opposite side of the controversy, was addressed by several students and members of the faculty.

At the request of the Alumni Association, the Board served on a committee to arrange the program for Alumni Day. This is the first time that undergraduates have had the opportunity to coöperate in the program of what should be a reception to graduates by their younger brothers. The Board arranged an interesting program including exhibitions by the crew which beat Yale, the fencing team, and the swimming team, songs by the Glee Club, a speech by an undergraduate on the present status of Columbia activities, and the presentation of gold footballs to the undefeated team of 1915. It is to be hoped that this helpful relationship between the student body and the alumni will continue.

The Board contributed \$50 to the Debating Council (\$10 from each of the four classes and \$10 from the Board treasury) to help defray the expenses of the Varsity Debating Team to the Pacific Coast. It was felt that this trip was of value not only in bringing Columbia before the people of the West but also in promoting cordial relationships between Columbia and other colleges with which we previously have been relatively unfamiliar.

It has long been realized that the present arrangement of laboratory classes in the afternoons has been responsible for less general participation by Freshmen in extra-curricular activities. At the request of the Board the Registrar compiled a statement showing the present schedules and the possibility of changes. The Board called these facts to the attention of the Faculty of Columbia College, but it was then too late to make any alteration in the schedules for 1916–1917. It is hoped, however, that the Faculty will coöperate with the 1917 Student Board in effecting the needed changes—changes

which very obviously will aid materially the undergraduate life at Columbia.

To the University Committee on Student Organizations: That the Constitution of the Board of Student Representatives be amended to conform with the recent changes in the organization of the University. Especially must there be radical amendments regarding the representation of the several schools on the Board, as there no longer are undergraduates in the Schools of Mines, Engineering, and Chemistry. Representation of the School of Journalism also must be considered.

To the 1917 Student Board: That the Board do all in its power to assist the Christian Association in the movement to remodel Earl Hall for the purpose of making it more attractive as a general student club house.

That in line with this recommendation, everything possible be done to secure some campus building, or a portion thereof, for the centralization of student organizations. This is the most vital problem now facing Columbia undergraduates. The efficiency of activities and of the students controlling them is seriously impaired because of crowded accommodations, of scattered offices, and of dissipated energies in routine matters. Everything possible should be done to further this purpose.

That the Trophy Room continue in charge of the Student Board, with the advice and aid of the Athletic Association.

That the Board recommend the publication by the U. C. on S. O. of a general student organizations pamphlet, containing the constitutions of the Athletic Association, Kings Crown, the Board of Student Representatives; the eligibility requirements for both athletic and non-athletic activities; and such other information of a similar character which may be deemed useful.

That the picture of each Senior Class be framed and placed in the Gemot.

That some action be recommended to the University authorities for the collection of unredeemed student pledges.

These amounted during the past academic year to over \$1,000 and constituted a serious loss to several campus organizations.

That definite action be taken to enroll a larger vote at class elections.

The Board acknowledges with hearty thanks the helpful coöperation of Mr. Frank D. Fackenthal and Mr. Levering Tyson.

Respectfully submitted,

ROBERT W. WATT,

Chairman

June 30, 1916

APPENDIX 7

REPORT OF EARL HALL

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of Columbia University, Sir:

I have the honor to report the work of the Young Men's Christian Association for the academic year, 1915–1916.

The Columbia University Christian Association has but one task—that of presenting religion with compelling attractiveness to every student in the University. It claims none other and attempts none other. Necessarily, much of the work is intimate and personal and cannot properly appear in a printed report.

In the first place, the Association is a student organization. Its officers are students. Its members are students. Its plans are largely conceived and executed by students.

Essentially a Student Organization

The employed secretaries of the Association are guides and advisers. The organization is complete without them. Three years ago the General Secretary announced that thereafter no work would be undertaken or policy adopted without the consent and desire of the Cabinet, the legislative body of the Association. That agreement has not been broken; and it is the genius of the Student Christian Movement. In matters of religion the students must control. It cannot be forced upon them. It must be presented and accepted, and the Association must, if it is to be genuine and useful, be of the students' own making.

The value of mature counsel, however, cannot be overrated. The Committee on Religious Work has probably never served the religious interest of the University so well as during the year, 1915–1916. Monthly meetings of the Committee were

held, and in some cases these meetings continued for hours. Special sub-committees were appointed for a more thorough study of the problems of finance, a larger use

study of the problems of finance, a larger use of Earl Hall, a more complete functioning of the Committee itself, and the religious needs of

Committee on Religious Work

the Summer Session. The findings of these committees, such as have reported, are on file. They are documents of real value. The Committee has also been able to secure from Faculty and Alumni most of the necessary funds to pay all salaries.

A great majority of the Columbia students are actually members of, or are sympathetically interested in some branch

of the Christian Church; and of those who remain many bear similar relations to churches representing other great world religions. It is the purpose of the Christian

Denominational Representatives on Secretarial Staff

Association to emphasize and strengthen these relationships, and where there are none to establish them. Whether or not a student is a member of the Christian Association is of comparative small consequence, but that he be a member in good standing in the great society of Christian believers is of very great consequence. With these things in mind, the secretarial force is now being recruited in coöperation with the national organization of the great Christian communions. It is the plan of the Committee on Religious Work to add to the secretarial staff a trained man representing each denomination having large numbers of students on the campus. George W. Perry, Colby 1914, has served the Baptist students for one year, and Roy C. Jacobson, Northwestern 1910, has recently been added in coöperation with the Methodists. The Church approach is a natural one.

Just now there are two outstanding obstacles in the way of a complete functioning of the denominational scheme of coöperation: first, the need of money and, second, the need of a complete religious census.

Religious Census

Both are necessary. The Association has attempted for years to secure a complete religious census, and has been more or less successful. It has never been, and will never be, entirely successful. The method is at fault. The one sure way of securing a complete religious census is for the University to do it officially. This is done in many colleges and universities in addition to the strictly denominational institutions. Outstanding examples are Yale University and the University of Pennsylvania. I earnestly second the recommendation of the Committee on Religious Work that the University hereafter officially take a religious census of all students annually or during registration week.

In connection with the program of worship, the Association has maintained a policy of conducting few, if any, religious meetings (which is contrary to the student Chapel Meetings practice all over the country), and focussed attention on the Chapel meetings only, especially during the week. Special Chapel bulletins, letters to fraternities, individual invitations and student Chapel speakers are some of the methods that have been used. The old custom of filling up the noon hour with Bible classes was done away with, and a student each year has served on the Cabinet whose sole responsibility was the enlisting of Chapel attendance. After three years of study and continued effort, the Christian Association is clearly of the opinion that twelve o'clock is an almost impossible Chapel hour. It is too busy. In spite of all efforts to prevent them, meetings are invariable held at twelve o'clock. Interfraternity games are also scheduled, and fraternity luncheons are held, for there is no other such time when so many members can meet together. When religious services are compelled to compete with these things, religious services will probably always fail. For two years the Christian Association Cabinet has seriously considered this problem, and in every case registered its decision to promote a Chapel provided at a convenient time. An early morning Chapel seems to be preferred.

In addition to the policy of promoting worship through the Chapel and church services, retreats have been held in the "Retreats" country on week-ends by small influential groups of students. On these quiet pilgrimages worship holds a predominant place. These retreats are generators of power and their influence is wide-spread. And in connection

with these small conferences must be mentioned the larger conferences at Eagles Mere and Northfield, held the latter part of June. Because of the lapse of time between the closing of the University and the beginning of the conferences, as well as the almost excessive cost and the long journey, Columbia has only sent from twenty to twenty-five men for two years. Before that even fewer represented us. During the same time Harvard, Yale and Princeton have sent from seventy-five to one hundred and twenty-five men each. This problem of sending more men to the summer conferences is vital and holds our attention at the present time. A recommendation that Columbia hold a conference of her own at Lake Oscawana for one week, just previous to the opening of the University in the fall, has been favorably received.

The Association continues to hold before the students the Bible as literature of power. Small groups of from eight to fifteen men each meet weekly for an hour together to face squarely and personally the great compelling truths found in the Bible. The Bible, however, is not always used as a text. More often the questions of college life and of city life are faced in the light of the great Bible principles. Less than one hundred and twenty-five men shared together this high privilege last year.

The service program of the Association can be divided into service for students and service by students. The Association emphasizes the importance of a student ex-Service Program pressing his religious impulses and motives through service, and it sets the example in many ways. When the engineering students go to Camp Columbia, an Association secretary goes along, opens up the building donated for the purpose and equips it to meet the social needs of the men there. He remains throughout the season to conduct religious services and to do varied useful and necessary things. When the training squad goes to Poughkeepsie to prepare for the annual boat races, the Association shares in this training by sending selected reading and a piano. The wisdom of this is greater than casual reading would imply. When the new men, whether they be freshmen or graduate students, come to the

campus each year, they are presented with a Blue Book, assisted in locating a room in the dormitory or in the neighborhood, advised regarding the city and in fact everything is done to make their entrance a comfortable one. Earl Hall serves as a social center throughout the year for all men in the University.

In addition to these things the Association especially has in mind the needs of the foreign student group which aggregates approximately four hundred students each Foreign year. This group is especially in need of Chris-Students tian friendliness. For five years the Columbia Association has cooperated in an organized way with the Intercollegiate Branch of the Christian Association in surrounding foreign students with some of the best influences of the city. A meeting was held throughout the year each Sunday evening in Earl Hall when men of national eminence were the guests and speakers. In addition to this some of New York's best homes were opened to the foreign students; and many other social gatherings have been held with the foreign students as our special guests. The foreign students must always be our special guests.

And last of all the Association provides a course of eight lectures on first aid to the injured. Any member of the Uni-

First Aid Lectures versity is eligible without fee. Dr. Meylan gives these lectures and diplomas are granted to those who successfully complete the course.

There has been no change in the policy of service by students. Just eighty-two different men were placed in positions of unselfish service by the Association last year. Fifteen were stationed at the Spring Street Neighborhood House, where the boys' work is under our own control. Sixty-seven others were engaged in teaching Sunday-school classes, leading boys' clubs, teaching English to foreigners as well as simple arithmetic to laboring men, sometimes in their own labor unions, or preparing foreigners in classes to take out their first papers for citizenship. In addition to these things forty-three men were sent out, by invitation of the churches combined, to the small towns and

cities of Westchester County, N. Y., and Monmouth County, N. J., for week-end deputation trips with the boys of these villages and cities. With a program of games, social and religious meetings, much good was accomplished. As a result we know of seventy-three boys who have made some forward step in their lives. The up-building influence of this activity on the student is very apparent.

Indicating as it does the spirit of the Christian Association and illustrating too its sensitiveness to the demands placed upon the Student Movement today, this year for the first time a Columbia graduate was sent to a missionary field, to be maintained by the students themselves. R. Rex Reeder, Jr., 1916 College, "the most respected man in his class," and voted so, sailed for Shanghai, China, August 1, for a period of three years as a teacher in the Shanghai Baptist College. He was placed through his Church Board, but went as a representative of the Columbia University Christian Association. It is our hope that others of his quality of spirit and unusual ability will follow.

Not directly concerned in its making, although deeply interested in its future, I report as an item of interest the organization in May, 1916, of the Columbia Civic Service League, a body of Columbia Alumni recently graduated, organized for the purpose of promoting unselfish service in church and civic life. Its officers are: Leonard G. McAneny, President; Richard Patterson, Jr., Vice-President, and W. G. Brady, Jr., Treasurer. There are eighteen members in the League now.

Upon the recommendation of the Director of the Summer Session, that some Association activity be attempted with the Summer Session students, the General Secretary remained at Earl Hall during the summer of 1916 to make a survey and among other things conducted religious meetings in the grove each Sunday night. Five meetings were held with an average attendance of seven hundred students at each. A more complete program of effort will be carried out during the summer of 1917.

I report also as an item of interest the program of the Graduate Religious Forum. This Forum is promoted by a committee of graduate students, the Chaplain, and Graduate the secretaries of the religious movements at Religious Teachers College, Barnard and Columbia Uni-Forum versity. The Graduate Religious Forum provides an opportunity for all graduate students to discuss with each other some of the fundamental issues of life and to do so under the inspiration of the most fertile thinkers of our day. Meetings were held in Earl Hall with an average attendance of approximately two hundred and fifty students and faculty members. Some of the speakers were: Dr. George A. Coe. Dr. R. E. Hume, Dr. Daniel H. Fleming, Dr. Philip K. Hitti, Dr. S. Schulman, Dr. Harry E. Fosdick, Dr. Charles Stelzle, Dr. Henry Sloane Coffin, Dr. Charles E. Jefferson and Dr. Richard Roberts of London. The Forum has never before shown such vitality.

As the work is now organized, the Association has two budgets and two treasurers. The so-called undergraduate budget covers all expenses of the Association save **Budgets** the salaries of the secretaries, and draws no money from Faculty, Alumni or friends outside of the student body. The graduate budget, with Prof. A. D. F. Hamlin as treasurer, covers all salaries of secretaries and draws on Faculty, Alumni and friends for its income. In 1916, \$2,720.12 was raised for the undergraduate budget and \$1,873.50 was raised by the Committee on Religious Work for the graduate budget. About six hundred students, averaging sums of from one dollar to ten dollars each, have contributed to the work of the undergraduate budget. Never before have so many students shared in the work financially. An undergraduate budget of \$3,500 has been adopted by the students for the year, 1916-1917.

For fourteen years Earl Hall has served the University as a student club house, and during that time the Secretary has given much of his time and personal attention in serving a great many student organizations, this without compensation from the University. Just about one hundred different organizations each year use Earl Hall,

holding approximately the same number of meetings per month. In the spring of 1910 the Secretary of the Christian Association was unwisely persuaded to add to his work that of the graduate manager of athletics. And since that time all athletic interests have centered in Earl Hall. Later the University physician came in and even later King's Crown with its retinue of student interests. Since then the Association has repeatedly been compelled to refuse many requests from ' student organizations wanting office space. One of the most insistent demands came from the University itself, to place a branch of the public library in Earl Hall. It is not only clear that Earl Hall cannot now provide office space for more student or University interests, but it is equally clear that the space now used by these organizations is needed by the religious interests. Both the Athletic Association and King's Crown recognize this fact. At their annual meetings last spring they voted unanimously to secure other quarters, which the University would provide. They did this in the finest of spirit and with the interest of the Association at heart. The Committee on Religious Work has through a special committee made recommendations which are clear cut and definite as to the refurnishing of the building and for the transference of the student organizations to East Hall. For the good of the religious interests of the students the Association hopes that these recommendations of the Committee on Religious Work be acted upon at the earliest possible time.

Respectfully submitted,

CLIFFORD K. BROWN,

General Secretary

June 30, 1916

REPORT OF THE REGISTRAR

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University,
Sir:

As Registrar of the University, I have the honor to present the following report for the academic year 1915–1916:

The year has been marked as one of significant importance in the development of the Registrar's office at Columbia by the removal to University Hall and the reorganization of the clerical staff. The space provided in East Hall was wholly insufficient for the growth and progress needed by the department to keep abreast of the tremendous increase in the number of students and to properly perform the manifold duties devolving upon it by reason of the ever-widening activities of other administrative offices. The new offices in University Hall are commodious and well-arranged. Much care was given to planning them for the nature of the work to be done, and they have been supplied with modern business-office equipment and appliances. The removal took place after the close of the Summer Session of 1915, so that the fall registration was conducted in the new offices. Accordingly, instead of being obliged to use several branch offices temporarily established about the campus, we were able to register the students of all the schools of the corporation, except those of the College of Physicians and Surgeons, in the one main office. This permitted a much closer supervision of routine than was possible formerly, and business was conducted with greater dispatch, with less inconvenience to students and clerks and with scarcely any of the confusion which formerly

made fall registration a nightmare. Sufficient space having thus been provided, we were able to give serious consideration to the long-felt need for increased clerical service. After careful study of office conditions and of present and probable future demands for service, a plan of organization was outlined and presented to the Trustees. In approving this plan, the Trustees made effective the policy, previously existing in theory only, that the Registrar's office shall be the central office of record for all matters relating to the students' academic activities and obligations and for the performance of all clerical routine thereto related. Under the working out of this plan, which is sufficiently flexible to permit expansion to keep pace with the growth in the number of students and the activity of the governing officers, the Registrar will be able to comply with all proper and reasonable requests for service. During the half year it has been in operation, the plan has, I am convinced, fully justified its adoption.

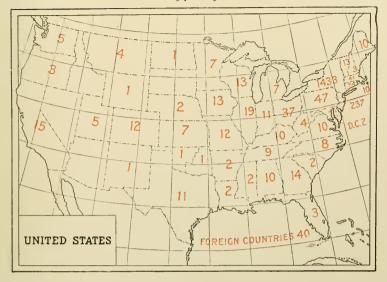
A matter which appears to demand early and careful study and consideration is a revision of our course naming and numbering system to meet conditions which have arisen since the present system was established. Such a system should allow wider range for the inclusion of new courses and should make provision for the proper coördination of course names and numbers among the several schools of the University, both within the Columbia corporation and those outside. It should also be determined whether every proposed course name and number should not of necessity be submitted to some central authority. Such a procedure would prevent many of the unfortunate duplications which now occur.

The tables that summarize the record of the year now closing correspond in general to those of the last previous report. The statistics of Extension Teaching appear in an additional section and the report for the Summer Session of 1916 immediately follows. It should be observed that the registration in Extension Teaching is nowhere in the statistics of the main report except as supplementary items in Tables I, II and III.

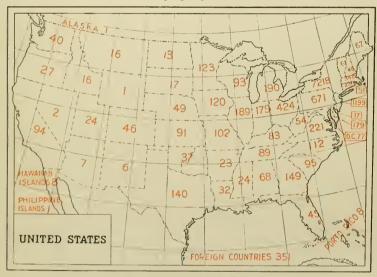
The same is true of the Summer Session, with the further exception that in Table IV an analysis is made of the duplicate registrations between the Summer Session of 1915 and the academic year 1915–1916.

The total enrollment for 1915-1916, excluding students in Extension Teaching and all duplications, was 12,482, a net increase of 606, or about 5.10 per cent. over that of 1914-1915. This increase is 8.40 per cent. less than the percentage increase of 1914-1915 over 1913-1914. In the Summer Session of 1915, the gain was 371 as compared with 1,051 in 1914. In the University corporation, exclusive of the Summer Session, the enrollment was 4,394 as against 4,734 in 1915, a decrease of 340. Including the Summer Session with allowance for duplicates, the enrollment of the corporation decreased from 9.570 to 9.202, a loss of 368. This falling off, however, is apparent rather than actual so far as numbers go, being due to the transfer of candidates for the degree of Master of Arts whose subject of major interest is Education, from the Faculty of Philosophy to the Faculty of Education. If to the grand net total of 12,482 given for the University in Table I be added, with proper allowance for duplicates, those who took work at the University in Extension Teaching classes, the total number of persons in classes at the University will be found to be 18,273. The corresponding total last year was 16,172; in 1913-1914, 14,098. In addition to the 18,273 who studied at the University, there were some 821 students enrolled in the extra-mural courses of Extension Teaching. This makes a grand total of 19,094 different individuals who received instruction from the University from July 1, 1915, to June 30, 1916. The actual number of registration units, duplicates not being considered, was 21,479. making proper deduction for non-matriculated students, for duplicate matriculated students in the Summer Session and for students in Extension Teaching, many of whom, however, return year after year and ultimately become matriculants. There were 8,130 candidates for degrees and diplomas in residence during the year. Of this number, 1862, about 23 per cent., completed the requirements and were graduated.

1897-1898



1915-1916

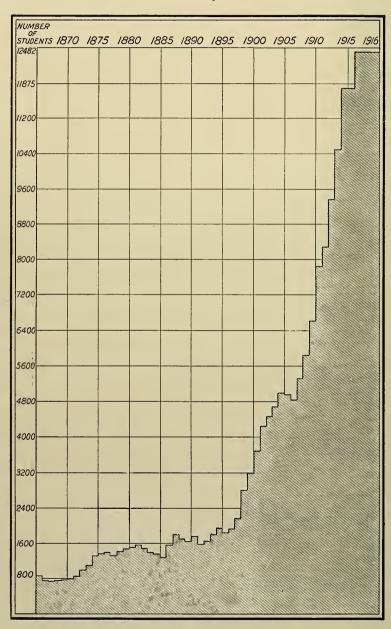


GEOGRAPHICAL DISTRIBUTION OF STUDENTS

(1915-1916 is inclusive of 1915 Summer Session, but not of Extension Teaching)

COLUMBIA UNIVERSITY Total Enrollment including Summer Session





The registration under the several faculties is classified in Table I. In Table II will be found a summary of the registration by faculties since 1905–1906; and in Table III a survey of the rate of increase and decrease by years and by periods. Tables II and III must be examined in the light of circumstances bearing upon registration, such as increase of tuition charges and the requirements for admission.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1915-1916

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1915–16
Columbia College ¹ Barnard College Total undergraduates	443 212 655	295 169 464	216 160 376	223 92 315	79 61 140		1256 694 1950
Faculty of Political Science Faculty of Philosophy Faculty of Pure Science Total non-professional graduate students ²				}		482 728 306	1516
Faculty of Applied Science ³ Faculty of Law ³ Faculty of Medicine ³ School of Journalism ³ Faculty of Pharmacy Teachers College School of Education School of Practical Arts	24 122 90 43 288 188	175 93 33 179	151 124 97 28 19	71 25 91 245	27 64 25 15 24 412 214	654	375 485 376 144 510 1157 1065
School of Architecture ³ Total professional students		S)I		4		95 <i>4207</i>
Unclassified University students Deduct double registration ⁴ Net total							161 160 7674
Summer Session, 1915 Grand total							5961 13635
Deduct double registrations Grand net total							1153 1248 2
Extension Teaching Regular classes (net) ⁸ Special classes (see B page)							4252 2360

¹ The registration by years in Columbia College is according to the technical classification, deficient students being required to register with a class lower than that to which they would normally belong.

² The total 1,516 does not include 38 college graduates; in Law (32), Medicine (5), Applied Science (1), who are also candidates for the degree of A. M. or Ph.D. It likewise does not include 498 candidates for higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

³ Exclusive of College students who registered also under the professional faculties (in the exercise of a professional option), as follows: 41 Seniors in the School of Law; 33 Juniors and 35 Seniors in the School of Medicine; 1 Senior in the School of Architecture; 1 Senior in the School of Journalism.

4 Of the total, 133 are Teachers College students, candidates for the Ph.D. degree, enrolled in the Faculty of Philosophy, 102 men and 31 women; and 27 are students who transferred during the year from one school of the University to another, 14 of whom transferred from one school of the corporation (excluding Barnard College, Teachers College and the College of Pharmacy) to the other.

⁵Summer Session students who returned for work at the University.

⁶ Attendance at the University (excluding 880 matriculated students and 192 students also registered in the Summer Session), 3,431; attending away from the University, 821.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1905-1906 TO 1915-1916

Faculties	1905-1906	1906-1907	1907-1908	1908-1909	0161-6061	1161-0161	1911–1912	1912-1913	1913-1914	1914-1915	9161-2161
Columbia College Barnard College Total undergraduates	589 390 <i>979</i>	419	453		535	547	640	618	941 666 1607	1116 730 1846	1256 694 1950
Faculties of Political Science, Philosophy, Pure Science ¹ Total non-professional gradu- ate students ¹	861 861	877						1570 1570	1727	2074	1516 1516
Faculty of Applied Science Faculty of Law Faculty of Medicine Journalism	580 286 437	537 264 381	618 249 314	697	686 324	724 376 329	671	669 478 344	675 467 344	481 453 374	375 485 376
Faculty of Pharmacy Teachers College Education ² Practical Arts	353 865	247 743	224 896			275 1571	287 1623	76 414 1422 262	115 448 1475 335		144 510 1157 1065
Fine Arts Architecture Music ³ Total professional students	107 33 2661	31	31	28		24	20		151 19 4029	112	95 4207
Unclassified University Students Deduct double registrations Net total	268 4233		195 4342	204 4750	205 5117	280 5893	324 6073	362 6525	429 6934		161 160 7674
Summer Session Grand Net Total ⁵	1018	1041	1395 5373	1532 5887	1971 6602	2632 7858	2973 8363	3602 9379	4539 10460	5590 11876	5961 12482
Students in Extension Teaching ⁶	2738	2719	3267	3013	2583	1008	1280	1828	2813	3305	4252

¹ These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905. In 1915–1916 candidates for the degree of Master of Arts whose subject of major interest was Education (654) were, for the first time, included only under the Faculty of Education.

² Including prior to 1913–1914, those here classified under the School of Practical Arts. The decrease in 1906–1907 was due to the fact that beginning with that year Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College were no longer included in the primary registration of that school.

³ Music was included under Barnard College prior to 1904–1905. In 1914 the School of Music was discontinued.

⁴Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (prior to 1906–1907), Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

⁶ Excluding Summer Session students who returned for work in the succeeding fall. The Summer Session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1915. A detailed report of the Summer Session of 1916 is appended.

^{*} Eight students transferred from Extension to other schools in February.

PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1906-1907 to 1915-1916, BY YEARS, BY FIVE-YEAR PERIODS AND FOR THE TEN YEARS) TABLE III

The minus sign indicates a decrease. Elsewhere an increase is to be understood.

	9161-9161 9161-\$161 \$161-\$161 \$161-\$161 \$161-\$161 \$161-0161 0161-6061 6061-\$061 \$4061-4061	8.32 1.88 2.61 3.74 15.90 2.24 6.95 7.29 18.59 12.54 36.13 7.43 8.11 9.93 7.43 2.24 17.00 -3.44 7.76 9.60 -4.93 40.26 10.01 4.35 5.62 5.32 9.94 8.23 2.40 7.49 14.87 5.63 37.79	. I.86 II.40 3.88 I.2.II 20.12 4.83 9.56 10.00 20.09 -*I9.14 \$8.77	ents 1.86 11.40 3.88 12.11 20.12 4.83 9.56 10.00 20.09 -19.14 58.77	-28.74 -2.99 8.72	-30.03 -9.31 19.19 17.23 -12.14 4.36 44.25 8.21 10.49 3.03 -22.10	-14.10 20.59 10.71 13.21 39.89 3.31 3.76 7.48 10.88 16.81 81.62 -0.93 17.92 4.00 9.23 11.27 -14.56 4.44 7.09 -25.82 -17.85 47.66	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.40 6.18 9.39 7.73 15.17 3.05 7.44 6.26 5.76 4.59 39.21	2.26 33.72 9.82 28.46 33.54 12.96 21.12 26.01 23.15 6.63 158.54	-2.26 10.73 9.56 20.35 19.02 6.43 12.16 11.52 13.53 5.07 58.30	
3	2161-1161			4.83								-7 6-
- 11	1161-0161		20.12	20.12								-
1	0161-6061	3.74 7.43 5.32	12.11	12.11	-1.58 -1.82 4.85	17.23	13.21	6.59	7.73	28.46	20.35	
	6061-8061	2.61 9.93 5.62	3.88	3.88		19.19	10.71	12.90	9.39	9.82	9:50	1
	8061-2061	1.88 8.11 4.35	11.40	11.40	15.08 -5.68 -17.58	-9.31	20.59 17.92	0.00	6.18	33.72	10.73	1
	4061–9061	8.32 7.43 10.01	1.86	1.86	-7.41 -7.69 -12.88	-30.03	-14.10	-6.06 -13.25	3.40	2.26	-2.26	0,40
	Faculties	Columbia College Barnard College Total undergraduates	Political Science) Philosophy Dura Science	Non-professional graduate students	Applied Science Law Medicine	Journalism Pharmacy	Education Practical Arts Fine Arts (Architecture	Total professional students	Net Total	Summer Session	Grand net total	Cladente in Dutancion common

* In 1915-1916 candidates for the degree of Master of Arts, whose subject of major interest was Education (654) were, for the first time, counted only under the Faculty of Education.

The proportion of men and women for the past eight years, exclusive of the Summer Session and Extension Teaching, is as follows:

Men Women	1908- 1909 3,205 1,545	1909- 1910 3,297 1,820	1910- 1911 3,662 2,231	3,763 2,310	1912- 1913 4,072 2,453	1913- 1914 4,277 2,657	1914- 1915 4,466 2,868	1915- 1916 4,524 3,150
Total	4,750	5,117	5,893	6,073	6,525	6,934	7,334	7,674

TABLE IV

Duplicate registrations between the summer session of 1915 and the academic year 1915-1916

A. Students of the Summer Session Who Returned in the Winter or Spring Sessions of 1915–1916

SCHOOL OR FACULTY TO WHICH THEY RETURNED	Men	Women	Total
Architecture	23		23
Barnard College Columbia College Graduate Faculties (Political Science, Philosophy and	273	73	73 273
Pure Science)	122	109	23 I ¹
Journalism	12	5	17
Law	80		80
College of Physicians and Surgeons	46		46 79
School of Mines, Engineering and Chemistry	79		79
Feachers College (undergraduate)	45	171	216
Feachers College (graduate) (Education)	74	41	1152
Extension Teaching	73	119	192
Totals	827	518	1345

B. Matriculated Students of the Summer Session of 1915 Who Did or Did Not Return in the Spring or Winter Sessions of 1915–1916

FACULTIES	Returned	Did Not Return	Total
Political Science, Philosophy and Pure Science Education Totals	189 ³	498	687
	105 ⁴	528	633

¹ Of this number 42 (25 men and 17 women) were not graduate students in the Summer Session.

 $^{^2\ \}mathrm{Of}\ \mathrm{this}\ \mathrm{number}\ \mathrm{10}\ (6\ \mathrm{men}\ \mathrm{and}\ 4\ \mathrm{women})$ were not graduate students in the Summer Session.

^{3 97} men and 92 women.

⁴⁶⁸ men and 37 women.

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

	New Course							
DEPARTMENTS	First Year	Third Year	Fourth Year	Non- candidates	Post Graduate	Total 1915–1916	Total 1914–1915	
Chemical Engineering Chemistry Civil Engineering Electrical Engineering Highway Engineering Mechanical Engineering Metallurgy Mining Engineering	7 4 4 4 1 4	33 37 32 24 4 18	22 1 34 21 21 6 22	5 4 4 4 4 10	10 23 10 2	67 4 75 ¹ 71 23 63 17 55	84 8 122 84 99 25 67	
Total	24	151	127	27	46	375	489	

¹ Including 21 students taking the option in Sanitary Engineering.

TABLE VI CLASSIFICATION OF SEMINARY STUDENTS

		Þ			Totals	
SEMINARIES	Political Science	Philosophy	Pure Science	1915–1916	1914–1915	1913–1914
Union Theological Seminary General Theological Seminary Drew Theological Seminary Jewish Theological Seminary New Brunswick Theological Seminary	58 9 3	34 13 6 12 1		92 22 9 12 2	99 35 13 16 1	91 28 9 6
Total	71	66		137	164	134

TABLE VII

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS,

MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY

A. By Primary Registration

	1915-1916	1914-1915
Political Science, Philosophy and Pure Science	1116	1178
Law	32	62
Medicine_	5	3
Applied Science	47	21
Architecture		2
Journalism		. 3
Education and Practical Arts	654	612
Theological Seminaries	137	164
Philanthropy	28	20
Botanical Garden	5	
Officers _	97	100
Summer Session	1026	868
Total	3147	3033

B. By Faculties, including Summer Session

	1915-1916	1914-1915
Political Science Philosophy Pure Science Applied Science* Education and Practical Arts	645 844 429 47 1182	718 1866 449
Total	3147	3033

C. By Faculties, omitting students registered primarily in the professional faculties of Architecture, Journalism, Law and Medicine, but including Summer Session

	1915-1916	1914-1915
Political Science Philosophy Pure Science Applied Science* Education and Practical Arts	614 844 423 47 1182	652 1865 425
Total	3110	2942

D. By Faculties, omitting Summer Session and students registered primarily in the professional faculties of Architecture, Journalism, Law and Medicine

	1915-1916	1914-1915
Political Science Philosophy Pure Science Applied Science* Education and Practical Arts	482 595 306 47 654	541 1196 337
Total	2840	2074

^{*}In 1914-15 "Applied Science" students were duplicates and therefore can not be added in B, C, or D tables. In 1915-16 they were "primary" graduate students under Applied Science.

TABLE VIII MAJOR AND MINOR SUBJECTS OF STUDENTS REGISTERED FOR THE DEGREES OF A.M., M.S., PH.D. AND LL.M.

	Polit Scie		Phi op	los- hy	Pu Scie		App	lied nce	Edu tio		То	tal
Subjects	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor
Agriculture Anthropology		6	3	6	2						2 3	13
Anatomy Astronomy					2	2					2	2 I
Bacteriology Biological Chemistry					13 28	17				,	13 28	17
Botany		1			29	5				3 5	29	15 11
Architecture Chemistry		ı		1	84	10		19		3	84	33
Chinese Civil Engineering		2			r					Ĭ	I	2
Comparative Literature Constitutional Law			11	64	1					9	11	73
Chemical Engineering	25	43		I	3						25 3	44
Economics Education		32	133	102		31			654	22	654	22 165
Electrical Engineering English		4	225	30		2	10		104	60	10	2
Fine Arts Geology		3	223	30							225	94 3
German		I	84	8	22	4		15		1 14	22 84	20 23
Greek (incl. Gk. Arch.) Highway Engineering			2	16			23				23	16
History Indo-Iranian	174	46	6	44		3	-3			68	174	161
International Law	17	5	"	2						4	17	9
Geography Latin		3	38	6	1					8	38	17
Mathematical Physics Mathematics				20	49	8				13		13 28
Mechanical Engineering Metallurgy				20		4	10	r			49 10	5
Mineralogy		I			3	3 10	2	19			5	23 10
Mining Music						4				2		4 2
Neurology Pathology				3	_	1				_ ~		4
Philosophy (incl. Ethics)		17	66	36	I	3 16				10	66	66
Physics Physiology				•	24	16 7		I		2 I	24 5	19 8 98
Political Economy Politics	80 34	81 59		14		2				1 2	80 24	98 62
Psychology Private Law	34	7	44	16		ı				23	34 44	47
Public Law		5								1		5 I
Roman Law and Comparative Jurisprudence	1	8									1	8
Romance Languages (incl. Celtic)			64	11		1				_	64	
Semitic Languages Slavonic Languages		3	11	2		I				I	Ιİ	13 6
Social Economy	58	29	3	4 8		1				1 14	3 58 78	5 52
Sociology and Statistics Zoology	78	66		24 I	34	11				32	78 34	122
Total	467	423	*557	420	301	162	45	55				1360

^{*}The 133 Ph.D. candidates in Education have been subtracted.

TABLE IX

A. SUMMARY BY DIVISIONS

		ical nce	Philos- ophy		Pure Science		Applied Science		Educa- tion		То	tal
Divisions	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology Chemistry Classical Philology Education Engineering Fine Arts—Architecture Geology and Mineralogy History, Economics and Public Law Mathematics and Physical Science Mining and Metallurgy Modern Languages and Literatures Music Oriental Languages Philosophy, Psychology and Anthropology Private Law		5	384	1 22 102 1 1 92 200 113 8 61	4 23	54 100 311 6 14 6 25 7 2 1 1	43	19 1 15 1 19	654	9 33 8 1 1444 15 83 2 2 2	654 47 23 467 73 5 384 20	65 33 33 165 7 4 31 579 61 27 202 2 16
Total	467	423	557	420	301	162	45	55	654	300	2024	1360

B. SUMMARY BY FACULTIES

		Political Science		Philos- ophy		Pure Science		lied nce			Total	
FACULTIES	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Minor	Major	Minor	Major
Political Science Philosophy Pure Science Applied Science Education Total		342 42 4 3 32 423	557	2I I IO2	301	6 9 116 31 162	45		654 654		557 301 45	

The following summary compares the percentage of students from the several geographical divisions during the last seven years:

	0161-6061	1161-0161	1911-1912	1912–1913	1913–1914	1914-1915	1915–1916
North Atlantic Division South Atlantic Division South Central Division North Central Division Western Division Insular Territories Foreign Countries	79.87 3.17 2.42 8.72 2.68 0.27 2.87	79.40 3.56 2.26 8.72 2.58 0.24 3.24	77.65 3.85 2.54 8.76 2.82 0.16 4.22	79.84 4.35 2.25 7.92 2.58 0.26 2.80	79.53 4.03 2.30 8.32 2.79 0.24 2.75	80.51 3.27 2.32 8.22 2.48 0.17 3.02	79.86 3.55 2.30 8.62 2.37 0.17 3.13

The percentage of students from the North Atlantic division shows a decrease of nearly one per cent. over last year. The numerical increase of attendance in this division is 224. The total from New York is 4,738, as compared with 4,539 in 1914–1915; of this number, 3,509 are residents of New York City, against 3,613 in 1914–1915.

Again there is a percentage gain in the South Atlantic division; in this division there is also a numerical increase of thirty-two. From foreign countries there are eighteen more individuals than last year. Students came from every one of the United States.

Three thousand, five hundred and nine students are permanent residents of New York City. This is 45.61 per cent. of the total enrollment. Last year's total was 3,613.

TABLE X RESIDENCE OF STUDENTS

1915-1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Unclassified Graduate Students	Barnard College	Education Practical Arts	College of Pharmacy	Duplicates	Net Total
UNITED STATES															
North Atlantic Division (79.86 per cent.)	1181	370	308	321	66	112	302	536	230	109	649	1557	497	110	6128
Connecticut Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont	8 1 112 1024 20 3 1	16 10 3 36 280 16 3	18 4 1 34 242 7 1	3 1 28 284 5	1 2 60 2	7 9 1 8 84 2 1	5 1 15 42 218 20	15 2 19 4 72 392 27 1	5 1 16 25 167 13 1	5 5 90 3 3 2	7 69 560 5	48 9 76 13 289 977 120	6 1 2 42 44I 4	8 2 12 81 5	239 19
		5						4	2			20	I	I	37
South Atlantic Division (3.55 per cent.)	7	20	21	7	6	2	28	34	9	3	15	118	5	3	272
Delaware District of Columbia Florida Georgia Maryland North Carolina South Carolina Virginia West Virginia	1 2 3 1	7 2 1 4 3 1	10 1 4 1 4	1 5	1 1 2	1	5 1 4 1 5 3	2 3 3 2 3 2 5 13 1	1 3 2 1	I	2 2 4 2 4 1	2 11 2 23 35 7 6 27 5	1 3	1 2	5 22 11 55 52 28 26 64 9
South Central Division	3	32	8	8	I	3	19	19	7	6	7	65	2	2	178
(2.30 per cent.) Alabama Arkansas Kentucky Louisiana Mississippi Oklahoma Tennessee Texas	1 1	4 5 3 2 11 7	1 2 2 1 2	2 2 I 3	I	2 I	1 2 1 3 1 4 7	3 2 2 2 1 6 5	I 2 I I 2 2	IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	1 2 2	9 2 14 6 1 6 9	2	1	23 12 30 9 9 14 35 46
North Central Division (8.62 per cent)	21	43	20	ΙI	13	21	63	97	35	17	15	333	2	30	661
Illinois Indiana Iowa Kansas Michigan	7 1	4 7 8 3	2 2 2 1 4	1 1 1	2 2 I	3 4 3	10 7 2 11	9 11 9 8	7 7 2 2 6	1 2 2	1 4 1	43 45 26 29 42	1	4 4 2 3	87 85 58 51 76
Minnesota Missouri Nebraska North Dakota	I	2 I 2 I	1 4 1	2 I	2 I I	1 2	5 5 2	9 8 5 1	2 I I	3	2 I I	21 26 12 4	1	1 5 4	45 46 25 9
Ohio South Dakota Wisconsin	5 1 2	10 1 3	2 I	I	3	2	17 2 2	20 2 6	I	6	4 1	64 I 20		4 I 2	136 7 36
Western Division (2.37 per cent.)	16	14	14	7	5	2	26	8	5	3	4	81		3	182
Arlzona California Colorado Idaho	6 1 2	5 2	3 2	2	3	I	15	4	3	I	I	2 25 15 7		2	3 61 29 11

TABLE X—(Continued) RESIDENCE OF STUDENTS

						_									
1915-1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Unclassified Graduate Students	Barnard College	Education Practical Arts	College of Pharmacy	Duplicates	Net Total
Montana Nevada New Mexico Oregon Utah Washington Wyoming	1 2 4	2 I I 2 I	1 2 4 2	2 I I I	I	I	3 3	1	1	1	1	2 1 1 6 6 16		1	10 1 6 14 17 29 1
Insular and Non-contig- uous Territories (0.169 per cent.) Alaska	4			1			I			I		6			13 I
Hawaiian Islands Porto Rico	3						I			I		4 2			7 5
Totals New York City	1232	479	371	355	91	140	439	694	286	139	690	2160	506	148	7434
(45.61 per cent.)	849	208	196	238	43	47	175	324	146	82	442	445	374	60	3509
FOREIGN COUNTRIES Argentine Australia Austria Bahama Isles Brazil	_	1				1		1		ı					2 1 1 1 2
Canada Chile China	1 1 9	1	1	3	I	1	19	8	5 7	1 5	1	1 24 1 11	1	2	48 I 62
Colombia Cuba Egypt	I	1		2 I	2		1					I	1		8 2
France Germany Great Britain India	1		I	1		1	1 1 3	1 2 2 1	I	I 2	1	3 2	1	1	2 8 11 5
Italy Japan Mexico Newfoundland Nicaragua	1 3 2	2	ı	11	1		8	2 I	3	9		3 3 2			4 41 3 2 2
Norway Panama Russia South Africa Spain	1 2	1						2	ı	1		2 3 4		2	2 4 5 4 1
Sweden Syria Turkey in Europe Turkey in Asia Uruguay West Indies	1		1	1			2	3	2	ı	1	1			2 I 7 5 I I
Total (3.13 per cent.)	24	6	5	20	4	4	43	34	20	22	4	62	4	12	240
Grand Total	1256	485	376	375	95	144	482	728	306	161	694	2222	510	160	7674
													- 1		

Table XI shows the comparative geographical distribution of students in the University for the past ten years.

TABLE XI

RESIDENCE OF THE STUDENTS OF THE ENTIRE UNIVERSITY (EXCLUDING SUMMER SESSION AND EXTENSION TEACHING) FOR THE PAST TEN YEARS

	100	1907-1908	1908-1809	010	111	12	13	141	15	9161-5161
	7061-9061	61	-18	0161-6061	1161-0161	1911–1912	1912–1913	1913–1914	1914-1915	-19
	900	.200	800	600	010	i	112-	13-	-41	15-
	15	1 2	IS	IS		15	15	15	15	15
UNITED STATES	١.		1							
North Atlantic Division Connecticut	3306	3404 67	3807 86	4087	4679 95	4716		5515		
Maine	20	22	26	24		32	134 24	110 31	125	143
Massachusetts	79	73	89	86	33 86	108	118	130	150	164
New Hampshire	388	II	13	13	10	II	17	16	23	21
New Jersey New York	2607	413 2673	458 2990	494 3195	569 3676	562 3603	636	627 4351	752 4539	752 4738
Pennsylvania	112	122	125	160	175	236	224	209	247	239
Rhode Island	10	10	II	13	16	16	19	18	16	19
Vermont South Atlantic Division	17	13 147	152	162	19 210	29 234	16 284	23 280	23 240	37 272
Delaware	2	8	9	4	4	4	I	5	4	5
District of Columbia	7	15	12	14	14	24	28	23	17	22
Florida Georgia	23	5 30	27	24	7	9 30	12 48	15 51	13	55
Maryland	16	16	22	28	35 38	37	38	33	34 39	52
North Carolina	21	27	23	24	26	40	51	51	30	28
South Carolina	15	17 21	17	21	30	29	24	26	30 61	26 64
Virginia West Virginia	17	8	25 10	36 3	46 10	49 12	70 12	59 17	12	9
South Central Division	83	III	90	124	133	154	147	160	170	178
Alabama	19	21	17	21	28	39	28	25	20	23
Arkansas Kentucky	2 17	6 20	7 14	13 24	19	7 22	5 16	6 19	14 25	12 30
Louisiana	7	9	7	6	6	8	7	9	11	9
Mississippi	8	9	4	11	19	12	11	13	15	9
Oklahoma Tennessee	4 14	19	7 9	9 18	7 27	23	28	16	13	35
Texas	12	23	25	22	23	32	41	33 39	37 35	46
North Central Division	329	380	398	446	514	532	517	577	603	661
Illinois Indiana	38	52	57	68	71 63	67	58	76	74 62	87 85
Iowa	4I 25	44 23	55 24	52 32	41	72 40	58 36	71 41	45	58
Kansas	14	17	23	24	30	22	27	36	34	51
Michigan	28	33	35	49	54	54	49	52	65	76
Minnesota Missouri	23 29	31 34	35 33	43 39	37 49	40 44	44 49	34 42	51 64	45 46
Nebraska	12	11	16	14	16	22	21	22	28	25
North Dakota	7	II	.9	7	3	4	4	18	12	9
Ohio South Dakota	80 2	88	86 I	96	107	127	130	139	134 5	136
Wisconsin	30	31	24	16	39	35		39	29	36
Western Division	105	121	124	137	152	171	37 168	194	182	182
Arizona California	20	46	2 4 I	3 45	5 55	64 64	67	71	67	61
Colorado	25	18	15	20	23	37	28	29	28	29
Idaho	I		I	2	2	2	7	5	4	11
Montana Nevada	I 5 2	14	14	9	IO	7	7	9	7	10
New Mexico	ī	I	2	2	2	2	3	4	8	6
Oregon	4	7	17	13	14	14	12	18	11	14
Utah Washington	13	10	22	17	12 26	14	17	27 22	19	17 29
Wyoming	2	10	1	23	20	24 3	17	3	32 4	29 I
Insular and Non-contig-		i	- 1	- 1	-	ĭ		- 1	7	
uous Territories	7	6	13	14	14	10	17	17	13	13
Alaelea		I			I	5	5	2	3	7
Alaska Hawaijan Islands	A	2	21							
Hawaiian Islands Philippine Islands	4	3	3	4 3	5	اد		4 5	4	
Hawaiian Islands Philippine Islands Porto Rico	3	2	6	3 7	8	5	3 8	5	4 5	5
Hawaiian Islands Philippine Islands	1		4	3				5 6 6934	4	

TABLE XI—(Continued)

-	1001-9061	8061-4061	1908-1909	0161-6061	1161-0161	1911–1912	1912-1913	1913-1914	1914–1915	9161-2161
FOREIGN COUNTRIES Argentine Australia Australia-Hungary Bermuda and Bahamas Brazil Belgium Bulgaria Bolivia Canada Chile Colombia Costa Rica Cuba China Denmark Egypt	1 2 1 1 1 1 30 2 3 1 8 9	39 2 1 1 1 12 9	2 1 3 31 2 3 14 12	1 1 1 37 2 5 24 1	3 1 1 53 2 3 39 1	1 9 1 3 61 2 1 1 8 52	3 1 2 44 1 1 2 6 56	2 3 42 2 3 10 51	2 2 1 2 43 2 8 68 2	2 1 1 1 2 48 1 1 1 8 62
Egypt Finland France Ecuador Germany Great Britain Greece Holland Honduras	4 4 8 7 2	2 2 9 8	4 3 8 13 1	4 5 9 1	5 12 9	5 25 9 2	5 7 1	3 6 8 2	2 2 3 7 2	2 8 11
India Italy Japan Korea	5 3 27	3 2 37	3 1 23	6 1 15	6 27	5 5 19	4 3 23	6 2 17	12 2 20 1	5 4 41
Mexico Newfoundland Nicaragua	3	4 1	6	9	8	4 1	3	4 2	1 2 1	3 2 2
Norway New Zealand Panama Peru Persia	I 2 I	1 1 3	3	2	2	I	1 2 1	1 1 2 2 1	1 4 3 1	2 4 5
Poland Rumania Russia Spain Siam	5	13 13	10 2	6 1	I	22 I		2	1 4 2	5
Siain South Africa Sweden Switzerland Syria	1	1 2 1	2 4 2	I	2 I I	1	1	2	4 1 3	4 2
Turkey in Europe Turkey in Asia Uruguay West Indies	3 2	2 I I	3 1	1 1 3	7 1	10 2 2	12 2	9 2 2	11	7 5 1
Total (Foreign Countries)			168	_			183			
Grand Total	146 4089	173 4342	4750	147 5117	5893	256 6073	6525	191 6934	7334	7679

TABLE XII

PARENTAGE OF HIGHER DEGREES HELD BY STUDENTS

Note: The inclusion of an institution in this Table does not signify the recognition of its degrees by Columbia University.

A. HIGHER INSTITUTIONS IN THE UNITED STATES

1915–1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Adelbert College Adelphi College Adelphi College Agries Scott College Agricultural and Mechanical College of Mississippi Agricultural and Mechanical College of Texas Alabama Polytechnic Institute Albany Normal College Albion College Alfred University Allegheny College Almerst College Armour Institute of Technology Asbury College Armour Institute of Technology Asbury College Armour Institute of Technology Baker University Baldwin Wallace College Bates College Bates College Bates College Baylor University Beloit College Boston University Beloit College Brenan College Carleton College Coltan University of Kentucky Central Wesleyan College Colicas College Clark University College of Charleston College of Charleston College of Mt. St. Vincent College of Pharmacy (New York) College of Pharmacy (New York) College of St. Elizabeth College of St. Elizabeth College of College	I	1 6 I I I I I I I I I I I I I I I I I I	1 1 2 1 1 1 3 2 5 2 5 2 0 0	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1	1 7 1 1 1 1 1 4 4 2 5 1 1	2 1 7 7 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 1 1 1 2 2 6 1 1 1 1 2 2 6 1 1	1 6 6 1 1 1 1 2 2 2 2 2 3 3 1 1 1 1 5 5 5 9 3 3	3 23 2 2 1 1 2 6 5 5 9 3 3 3 5 5 4 4 1 2 2 1 6 4 1 1 2 2 2 2 1 1 1 1 1 1 4 4 1 2 2 2 1 6 3 2 4 3 3 5 5
Colorado School of Mines Colorado State Teachers College							1		I	1	2

Connecticut Agricultural College Converse College Cooper Union Cornell College (Iowa) Cornell University Cumberland College Dartmouth College Denison University De Pauw University Franklin College Emory College Friends College George Washington University George Washington University George School of Technology Gettysburg College Goshen College Grinnell College Grove City Col	1915-1915	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Connecticut Agricultural College Converse College Cooper Union Cornell College (Iowa) Cornell University Cumberland College Dartmouth College Denison University De Pauw University Deroit College Dickinson College Dickin	Columbia University		75	40	28	6	ı	130	250	96	141	787
Cooper Union Cornell College (Iowa) Cornell University Cumberland College Dartmouth College Dartmouth College Denison University De Pauw University Detroit College Dickinson	Connecticut Agricultural College		, ,	-							1	I
Cornell University Cumberland College Dartmouth College Denison University De Pauw University De Pauw University Detroit College Dickinson College I	Cooper Union	I			3			1	_	2	1	3 7
Cumberland College Dartmouth College Dartmouth College Denison University De Pauw University De Pauw University Detroit College Dickinson College Dickinson College Dick University Drake Univers	Cornell University	1	14	1	2			5	14	8		1 48
Denison University De Pauw University De Pauw University De Pauw University Detroit College Dickinson College Dickinson College Transland College Elmira College Elmira College Emory College Friends College Franklin College Franklin and Marshall College Friends College General Theological Seminary George Washington University George Washington University George Washington University George Washington University George School of Technology Gettysburg College Goucher College Goucher College Grinnell College Grove City College Grove City College Grove City College Grove City College Target Mamilton College Target				7					I	3		1 25
Detroit College Dickinson College Dickinson College Dickinson College Dickinson College Dickinson College Earlham College Elizabethtown College Elizabethtown College Emerson College Emory and Henry College Emory and Henry College Emory and Henry College Franklin College Franklin College Franklin College Franklin and Marshall College Friends College General Theological Seminary Georgetown University George Washington University George Washington University George Washington University George School of Technology Gettysburg College Goshen College Goshen College Goucher College Grinnell College Grinnell College Grove City College Grove City College Hamilton College	Denison University							2		3	I	3
Drake University Drew Theological Seminary Earlham College Elizabethtown College Elmira College Emerson College Emory College Emory College Emporia College Emporia College Empora College Empora College Empora College Episcopal Theological Seminary Ewing College Florida State College for Women Fordham University Franklin College Franklin and Marshall College Franklin and Marshall College Franklin and Marshall College General Theological Seminary George Washington University George Washington University George Washington University George Washington University George College Goshen College Goshen College Goshen College Goshen College Goshen College Goshen College Grinnell College	Detroit College		0	1					2		2	12 1 8
Drew Theological Seminary Earlham College Elizabethtown College Elmira College Emerson College Emory College Franklin College Franklin College Franklin College Franklin College Friends College George Washington University George Washington University George Washington University George Washington University George School of Technology Gettysburg College Goshen College Goshen College Goucher College Grinnell College Grove City College Grove Cit	Dickinson College Drake University										5 I	8
Emerson College Emory College Emory and Henry College Emory and Henry College Emory and Henry College Empiscopal Theological Seminary Ewing College Fargo College Fargo College Frordham University Franklin College Franklin and Marshall College Franklin and Marshall College Friends College General Theological Seminary George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Goucher College Grenville College Grenville College Grove City College Grove City College Grove City College Grove City College Grammill Grammill College Grammill Grammil	Drew Theological Seminary					ļ			3		I	5
Emerson College Emory College Emory and Henry College Emory and Henry College Emory and Henry College Empiscopal Theological Seminary Ewing College Fargo College Fargo College Frordham University Franklin College Franklin and Marshall College Franklin and Marshall College Friends College General Theological Seminary George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Goucher College Grenville College Grenville College Grove City College Grove City College Grove City College Grove City College Grammill Grammill College Grammill Grammil	Elizabethtown College	I					1					5 4 1 6
Emory and Henry College Emporia College Episcopal Theological Seminary Ewing College Florida State College for Women Fordham University Franklin College Franklin and Marshall College Franklin and Marshall College General Theological Seminary George Washington University George Washington University George Washington University George Washington University George College Goucher College Goucher College Goucher College Grinnell C	Emerson College							2			2	1
Emporia College Episcopal Theological Seminary Ewing College Fargo College Fargo College Fordham University Franklin College Franklin and Marshall College Franklin and Marshall College Friends College General Theological Seminary Georgetown University George Washington University George Washington University George Washington University George Goshen College Goucher College Goucher College Grinnell College Grinnell College Grove City College Grov	Emory and Henry College		3						l ,	I		I 4
Ewing College Fargo College Florida State College for Women Fordham University Franklin College Friends College General Theological Seminary Georgetown University George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Goucher College Greenville College Grenville College Grove City College Grove City College Grove City College Growe City College Grove City College Growe City C	Emporia College Enicopal Theological Seminary	1						3				4 3 1
Florida State College for Women Fordham University Franklin College Franklin College Franklin College General Theological Seminary Georgetown University Georga School of Technology Gettysburg College Goucher College Goucher College Grinnell College Grove City College Hamilton College I T I I I I I I I I I I I I I I I I I I	Ewing College							1			1	2
George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Greenville College Grinnell College Grove City College Hamilton College 1	Fargo College Florida State College for Women		1			1				1		3
George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Greenville College Grinnell College Grove City College Hamilton College 1	Fordham University		2	6	1		1					3 9 4 6 1 7 6
George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Greenville College Grinnell College Grove City College Hamilton College 1	Franklin and Marshall College		İ					2	2	1	1	6
George Washington University Georgia School of Technology Gettysburg College Goshen College Goucher College Greenville College Grinnell College Grove City College Hamilton College 1	General Theological Seminary											z
Georgia School of Technology Gettysburg College Goshen College Goucher College Grinnell College Grinnell College Grove City College Hamilton College 1 1 2 1 1 4 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	George Washington University						١,				2	6 14
Goshen College	Georgia School of Technology				2		1	İ	1		١	2
Greenville College Grinnell College Grove City College Hamilton College 3 4 2 2 2 1	Goshen College	1	1						1			3
Grinnell College Grove City College I J J J J J J J J J J J J J J J J J J J	Greenville College		1					I	4	1	7	12 1
Hamilton College Hamilton College January 1 2 2 2 1 2 1	Grinnell College	١,									1	3 3 13
	Hamilton College	1 1		4	1	1	1	2	2		2	13
Hampden Sidney College	Hampden Sidney College			3		1		1		1	1	3
Hanover College Hartford Theological Seminary	Hanover College Hartford Theological Seminary										2	2
Harvard University 1 20 8 1 2 11 14 6 13 8	Harvard University	1	29	8	1	1 2	2				13	85
Haverford College Hendrix College	Hendrix College							2			:	4 2
Henry Kendall College Hiram College 2 5 1 1	Henry Kendall College Hiram College		1									I
Hobart College Hollins College	Hobart College			1		1					1	6
Holy Cross College	Holy Cross College			,	:						1	2
Hood College Hope College	Hope College			1 2					1		1	3
Howard University Hunter College 1 2 16 75 27 23 12											22	3
Huron College	Huron College							1	3	3]	-3	3
Illinois College Illinois Wesleyan College									,			I

1915–1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Iowa State College Iowa State Teachers College Iowa Wesleyan University James Millikin University John B. Stetson University Johns Hopkins University Kalamazoo College Kansas State Normal College Kentucky State University Kentucky State University Kentucky State University Kentucky Wesleyan University Kenyon College Keuka College Keuka College Lake Erie College Lafayette College Lake Erie College Lawrence College Lawrence College Lebanon University Lebanon Valley College Lebigh University Leland Stanford University Lenox College Lewis Institute Louisiana State University Loyola College Marquette University Maryland College Maryville College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Marsetta College Missaschusetts Inst. of Technology Mercer University Michigan Agricultural College Michigan School of Mines Michigan State Normal College Midlebury College Milligan College Milligan College Milligan College Milligan College Mississispipi College Mississispipi College Monmouth College Monmouth College Monmouth College Monmouth College Monnouth College Mount Holyoke College Mount Holyoke College Mount Holyoke College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount Union College Mount University New Rochelle College North Homeopathic Hospital New York State Normal New York Homeopathic Hospital New York State Normal Northwestern University North Dakota School of Mines Northwestern University		3 3 1 1 2 2 2 3 3 3 1 1 1 1 1 1 1 1 1 1	1	44		ı	111	3 1 18	2 2 2 1 1 3 3 3 3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6 5 5 1 1 4 2 2 2 4 3 3 3 1 1 1 1 1 7 7 2 2 1 1 1 1 1 2 2 1 1 2 3 3 7 7 2 2 5 5 2 2 4 4 4 7 7 1 1 1 1 1 1 1 2 2 1 1 1 1 1 1 1 1 1
Oberlin College	2						11	5	1	7	34

						_					=
1915–1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Occidental College Ohio Northern University Ohio State University Ohio University Ohio University Ohio Wesleyan University Oklahoma Agricultural and Mechanical College Ottawa University (Kausas) Otterbein University Pacific University Park College Peabody College Peabody College Pennsylvania College (Gettysburg) Pennsylvania State College Pennsylvania State College Pennsylvania State College Polytechnic Institute (Brooklyn) Pomona College Princeton University Purdue University Radcliffe College Randolph-Macon College Randolph-Macon College Randolph-Macon Women's College Reded College Reded College Roselaer Polytechnic Institute Rhode Island State College Rockford College Rockford College Rock Hill College Rock Hill College Rose Polytechnic (Indiana) Rutgers College	1	35	1 1 2 2 3 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1	22 11 11 13 31 1	1	1	1 2 2 2 4 4 1 1 5 5 1 1 1 4 4 4 4 3 3	1002661		33 35 5 I I I I I I I I I I I I I I I I	1 2 9 4 4 19 1 4 4 4 2 5 5 2 2 3 3 3 12 10 0 6 6 2 2 2 1 1 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1
St. Bonaventure College St. Catherine's College St. Elizabeth's College St. Francis Xavier College St. John's College (Brooklyn) St. John's College (Maryland) St. Lawrence University St. Louis University St. Mary's College St. Olaf's College St. Olaf's College St. Therese College St. Therese College St. Therese College St. Therese College Ston Hall College Sheffield Scientific School Shorter College Simmons College Simmons College Simmons College South Carolina Military College South Carolina Military College Southwestern College Southwestern Presbyterian Univ. Southwestern Presbyterian Univ.	1	1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1		I	2	1 1 2 1 1 1 2 1	3	1 2 1 19 2	13 1 1 1 1 1 5 5 6 6 1 1 2 2 2 2 2 2 2 2 2 2 2 2 1 1 3 3 1 1 1 1
Stevens Institute of Technology Susquehanna University Swarthmore College Syracuse University		3					7	9		I	2 1 4 34

									_		
19*5-1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Tabor University Taylor University Temple University Texas Christian University Trinsy College (Connecticut) Trinity College (Cwashington, D. C.) Trinity College (Texas) Tri-State College Union College Union College Union Theological Seminary United States Military Academy United States Maval Academy University of Alabama University of Alabama University of Glifornia University of Clicago University of Clicago University of Clicago University of Clicago University of Clicago University of Illinois University of Illinois University of Illinois University of Illinois University of Indiana University of Indiana University of Maine University of Minnesota University of Missouri University of Missouri University of Montana University of Montana University of Montana University of North Carolina University of North Carolina University of Pennsylvania University of Pennsylvania University of Pennsylvania University of Pennsylvania University of Rochester University of South Carolina University of South Carolina University of South Carolina University of South Carolina University of South Carolina University of Texas University of Vermont University of Vermont University of Vermont University of Washington University of West Virginia University of West Virginia University of West Virginia University of Wooster		3 1 5 1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	2 2 6 1 3 3 1 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 I I I I I I I 2 2 2 2 2 2 2 2 2 2 2 2	1	1 1	3 3 4 1 8 8 3 3 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 3 2 2 5 5 4 4 4 4 4 6 6 7 7 5 5 4 4 1 8 8 3 3 1 1 2 2 2 2 2 2 5 5 4	355 7772222334433 1111222	7 4 1 1 2 2 2 4 4 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

1915–1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Ursinus College Utah Agricultural College Valparaiso University Vanderbilt University Vassar College Virginia Military Institute Virginia Polytechnic Institute		1 3	2			2	3 1 12	3 23 1	8	1 1 16	6 2 2 8 61 2
Wabash College Wake Forest College Washburn College Washington College Washington and Jefferson College Washington and Lee University Washington State College Washington University		I I I	2 I		1		1 2 2 2 1	1	1 2	2	4 5 5 1 3 4 1 6
Wellesley College Wells College Wesleyan University Western College for Women Western Maryland College Western Reserve University Whitman College Wilberforce University		3	5		1		3 7 1 4 2 1	14 4 2 2	4 2 1	14 5 1 2	40 I 23 I 2 7 I I
Wittenberg College William and Mary College William Jewell College Wilson College Wilson College Wofford College Woman's Medical College Wooster College		19	8	2			3 1 1	6	2	2 3 1	1 2 2 43 2 3 1
Yale University	3	34	24	3	2	I	7	13	1	4	92
Total (Domestic Institutions)	18	426	269	118	26	25	554	848	351	627	326 2

B. HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

											_
	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Acadia University (Canada) Anatolia College (Turkey) Athence Royal (Belgium) Bombay University (India) Central Turkey College (Syria) Chalmers Inst. Tech. (Sweden) Costa Rica University (Canada) Doshisha College (Japan) Doshisha College (Japan) Durham University (England) Ecole Polytechnic (Canada) Gymnasium Franz Joseph (Austria) Gymnasium Libau (Russia) Gymnasium Petrograd (Russia) Gymnasium Petrograd (Russia) Huguenot College (Japan) Imperial Ottoman College (Turkey) Institute de la Habana (Cuba) Kyoto Institute College (Japan) Law Faculty, Chazkow (Russia) Kyoto Institute College (Japan) Law Faculty, Chazkow (Russia) Lycée Condorcet (France) Lycée Janson de Sailly (Paris) McGill University (Canada) Montserrat College (Br.West Indies) National University (China) Naval Engineering College (Japan) Otaga University (China) Ouege 's University (China) Queen's University (Canada) Royal Polytechnic Acad. (Denmark) Royal University (Italy) St. Anthony's College (Italy) St. John's University (China) Seminary Adellino (Italy) Seminos de San Carlos y Ancude (Chile) Tokio Technical (Japan) University of Budapest (Hungary) University of Budapest (Hungary) University of Budapest (Hungary) University of Havana (Cuba) University of Halle (Germany) University of Halle (Germany) University of Halle (Germany) University of Halle (Germany) University of La Plata (So. Amer.) University of London (England) University of Montpellier (France)	I	1 1	1	1	I		2 3 1 1 1 1 1		1	2	22 1 1 1 1 2 2 2 1 1 1 1 1 1 1 1 1 1 1

											=
	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
University of Nanking (China) University of Naples (Italy) University of Narino (Colombia, S.A.) University of New Brunswick (Canada) University of Paris (France) University of Paris (France) University of Potitiers (France) University of Rostock (Germany) University of St. Andrew's (Scotland) University of Strobonne (France) University of Strobonne (France) University of Tokyo (Japan) University of Tokyo (Japan) University of Toronto (Canada) University of Victoria (So. Africa) University of Wictoria (So. Africa) University of Wictoria (So. America) Waseda University (Sweden) Valpariso University (So. America) Waseda University (Japan) Yamaguchi Higher Commercial School (Japan)		1	1			ı	1 1 6 6 3 1 I	1 1 1 2 2 1 1 2 2 3 1 1 1 1 1 1 1 1 1 1	r	1 1 1 1	2 I I I 3 4 4 I I I I I I I I I I I I I I
Total (Foreign Institutions)	I	8	4	12	I	I	27	37	13	12	116

SUMMARY

1915-1916	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Education and Practical Arts	Total
Total graduates of domestic institutions Total graduates of foreign in- stitutions Grand total graduates of high- er institutions Deduct for graduates of more	18	8	4	12	1	25 1 26	554 27 581	848 37 885	13	12	3262 116 3378
than one institution Total students holding degrees Total students enrolled Percentage holding degrees, 1915 Percentage holding degrees, 1016	19 1256 1.5	485 88.3	67.6	21.6	95 24.1	27.9	482	728 95.4	306 93.8	606 *2089 †	58.7

^{*}Less 133 Ph. D's 2222—133=2089 † Not included in 1914-1915 report.

TABLE XIII

NATURE OF DEGREES HELD BY STUDENTS

Degrees 1915-1916	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	School of Education and School of Practical Arts	Total
Bachelor of Arts	10	314	141	15	395	562	173	16	19	434	2079
Bachelor of Chemistry Bachelor of Chemical Engineering Bachelor of Commercial Science Bachelor of Divinity Bachelor of Engineering Bachelor of Laws Bachelor of Letters Bachelor of Literature Bachelor of Medicine	I	3 16 13	1 8 1	2 I	12 18 5 1	14 5 2 9	2	3	2	1 7 1 1 5 9	33 6 44 40 19
Bachelor of Pedagogy Bachelor of Philosophy	I	16	I	2	14	32	2	I	2	7 42	9 123
Bachelor of Science Chemist	3	50	78	47	65	120	116	6	1 2	225	712
Civil Engineer Doctor of Civil Law	1	r	I		1	2	3	I		2	3 11
Doctor of Dental Surgery Doctor of Jurisprudence Doctor of Letters			2 I			I		I			2 2 1
Doctor of Medicine Doctor of Pedagogy	I		16		2	2	3			2	26 2
Doctor of Pharmacy Doctor of Philosophy Electrical Engineer Engineer of Mines Graduate in Pharmacy			2	1 1 6 1		I	4			4	1 8 6 10
Graduate U. S. Naval Academy Lady Literate in Arts		5		21	1						26 I
Master of Arts Master of Laws		12	7	I	130		82		I	145	622
Master of Letters Master of Literature Master of Pedagogy Master of Science Mechanical Engineer Pharmaceutical Chemist			3	3 2	I	1	21 4			1 4 2 1	2 1 4 28 8 22
Total degrees held	10	430	295	10.1	647	996	422	28	27	899	3867
Deduct for students holding more than one degree		17	11	15	165	2 68	116	I	2	*290	885
Total Students holding degrees 1916	19	413	284	89	482	728	306	27	25	609	2982

^{*} Includes 133 Ph.D.'s in Education.
† Not included in report.

TABLE XIV DEGREES AND DIPLOMAS GRANTED, 1915-1916

	Men	Women	Total
A. Degrees conferred in course			-
Bachelor of Arts	101	112	213
Bachelor of Laws	134	112	134
Bachelor of Science	75	6	8i
Bachelor of Science (Teachers College)	32	305	337
Bachelor of Architecture Bachelor of Literature	7 18	6	7
Chemical Engineer	18	0	24 18
Civil Engineer	33		33
Electrical Engineer	17		17
Engineer of Mines	11		ri
Mechanical Engineer	19		19
Metallurgical Engineer	5		5
Doctor of Medicine Pharmaceutical Chemist	73	_	73
Doctor of Pharmacy	II	1	12 1
Master of Arts	222	185	407
Master of Arts (Teachers College)	100	117	226
Master of Laws	2		2
Master of Science	29		29
Doctor of Philosophy	75	13	88
Total	992	745	1737
Deduct duplicates ¹	21	1 /43	21
Total individuals receiving degrees in course	971	745	1716
B. Honorary degrees			
Master of Arts	2		2
Doctor of Letters	I		1
Doctor of Laws Doctor of Sacred Theology	2		2
Doctor of Sacred Theology	1		1
Total	-6		6
C. Certificates and Teachers College Diplomas granted			
Certificate of Proficiency in Architecture	12		12
Bachelor's Diploma in Education	29	239	268
Master's Diploma in Education	92	107	199
Doctor's Diploma in Education	5		5
Total			.0.
1 0141	138	346	484
Total degrees and diplomas granted	1136	1001	2227
Deduct duplicates ²	130	280	410
Deduct duplicates		811	
Total individuals receiving degrees and diplomas	1006		1817

¹ Distributed as follows: A.M. and LL.B., 15 men; A.M. and M.D., 4 men; B.S. and A.M. Teachers College, 2 men.

² In addition to those noted, under Note 1, (21) the following duplications occur: A.B. and Teachers College Diploma, 1 woman; B.S. and Teachers College Diploma, 18 men, 206 women; A.M. and Teachers College Diploma, 82 men, 71 women; Ph.D. and Teachers College Diploma, 5 men; and in Teachers College Diplomas, 4 men, 2 women.

TABLE XV NUMBER OF DEGREES AND DIPLOMAS GRANTED 1907-1916

	1907-	1908-	1909-	1910-	1911-	1912-	1913-	1914-	1915-
A. Degrees conferred in course									
Bachelor of Arts (men) Bachelor of Arts (women)	94	98	93 86	94	94	127	99	105	IOI II2
Bachelor of Laws Bachelor of Science (Colum-		69	80	94	116	137	140	135	134
bia College) Bachelor of Science (Bar-	. 15	25	28	48	58	61	77	85	75
nard College) Bachelor of Science (Teach-			2		4	3	7	8	6
ers College) Bachelor of Science in Prac-	120	139	158	214	255	235	218	357	337
tical Arts Bachelor of Science (Archi-	1						5	19	5331
tecture) Bachelor of Science (Chem-	6	6	2	I	I		1		
istry) Bachelor of Architecture	9	6	1 6	_	_				,
Bachelor of Music		2	2	7 2	7 I	3	17	10	7
Bachelor of Literature Chemist			2	2	2	9	15 3 18	22 4	24
Chemical Engineer Civil Engineer	20	25	31	6 23	26	20 37		20 37	18 33
Electrical Engineer Engineer of Mines	2 I 30	20	27 39	10 46	38	15 25	27 8 38	15	17
Mechanical Engineer Metallurgical Engineer	12	22	12	15	30	21	14	27 6	19
Doctor of Medicine Pharmaceutical Chemist	81	82	70	70 II	86 15	100	7 I 24	85	73 12
Doctor of Pharmacy	3 . 219	231	269	315	370	7 503	7	2	I
Master of Arts Master of Laws Master of Arts (Teachers	2	231	209	313	370	303 I	492	633 I	407
College) Master of Science									226
Doctor of Philosophy	55	59	44	76	81	67	65	71	29 88
Total Deduct duplicates	863	926	973 6	1153 11	1322	1535 20	1470	1814	1737
Total individuals receiving degrees	856	919	967	1142	14 1308	1515	18 1452	1801	21 1716
B. Honorary degrees Master of Arts									
Master of Science	I	I	2 I	1 2	1	2	3 12	2	2
Doctor of Science Doctor of Letters	I 2	I 2	3 4	I 2	1 4	2 2	I	2 I	I
Doctor of Sacred Theology Doctor of Laws	1 5	7	I 2	2 4	1 3	1 3	5	5	I 2
Doctor of Music Total	10	13	13	12	10	10	I 24	10	6
C. Certificates and Teachers Col-							<u>_</u>		
lege diplomas granted Certificates in architecture	1		3	2	4	6	13	8	12
Consular certificate Bachelor's diploma in edu-	1						-3	2	
cation Special diploma in education	133	134	158	220 153	273 205	277 169	253 21	323	268
Master's diploma in educa-	51	56	65	82	83			0.06	
Doctor's diploma in educa-			_			148	174	226	199
Total	280	303	337	472	576	610	13 474	564	484
Total degrees and diplomas granted	1153	1242	1323	1637	1908	2155	1968	2388	2227
Deduct duplicates Total individuals receiving degrees	187	201	230	303	400	495	436	563	410
and diplomas	966	1041	1093	1334	1508	1660	1532	1825	1817

TABLE XVI A. SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1915-1916

	A.	.M.	Pł	h.D.	M	ſ.S.	
Major Subjects	Men	Women	Men	Women	Men	Women	Total
Agriculture	2		r				7
Administrative Law	í						3 1
Anthropology	_	1					1
Astronomy				ı			1 3 13
Bacteriology	2	I	_				3
Biological Chemistry Botany	7 1	2	5 2				5
Chemistry	21	ī	ő				31
Comparative Literature	I	4		I			6
Constitutional Law	13		2				15 62
Education	34	17	9	2			
Electrical Engineering English	14	40	4		10		10 58
Geography	14	40 I	4				
Geology	3	ī	r	1			1 6
Germanic Languages	5	19	I	1			26
Greek			I				I
Highway Engineering	I				7		8 51
History Indo-Iranian	17	27	4	3			
International Law	4 4		1				4 5 1
Jurisprudence			I				
Latin	I	17	I				19
Mathematics	4	7	2				13
Mathematical Physics	I		I		10		2 11
Mechanical Engineering Metallurgy	1		r		2		3
Philosophy	14	2	4	1			21
Physics	3	2				-	5
Physiology	I	1					2
Political Economy	14	5	8				27
Politics	13 8 6	I	2	_			14
Psychology Romance Languages	l 6	9	4	I			10
Semitic Languages	ı		ī	1			2
Slavonic Languages	1						1
Social Economy	6	9		I			16
Sociology and Statistics	15	7	5 5				27
Zoölogy	4	I	5				10
Total	223	184	75	13	29		524

B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

	Α.	М.	P	h.D.	N		
FACULTIES	Men	Women	Men	Women	Men	Women	Total
Political Science Philosophy Pure Science Applied Science	83 89 51	49 117 18	21 27 27	3 9 1	29		156 242 97 29
Total 1916 Education and Practical Arts	223 109	184	75	13	29		<i>524</i> 226
Total 1916 (including Teachers College) Total 1915 Total 1914 Total 1913 Total 1912	332 362 282 288 220	301 271 210 215 150	75 61 54 59 66	13 10 11 8 15	29		750 704 557 570 451

TABLE XVII

TABLE OF AGES

AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, 1915-1916

Age	Number	Age	Number	Age	Number	Age	Number
14-15 15-16 16-17 17-18	1 15 49 109	18-19 19-20 20-21 21-22	109 49 32 18	22-23 23-24 24-25 25-26	5 4 1	26-27 27-28 28-29 29-30	ı
						Total	394

AGES OF SENIORS, COLUMBIA COLLEGE, 1915-1916

Age	Number	Age	Number	Age	Number	Age	Number
17-18 18-19 19-20 20-21	16 35 44	21-22 22-23 23-24 24-25	55 29 18 6	25-26 26-27 27-28 28-29	5 3 4 2	29-30 32-33	2 1
						Total	222

COMPARATIVE TABLE OF AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, FOR THE PERIODS INDICATED

Period	1915-1916	1914-1915	1905-1906		
Average age	18 years, 5 months	18 years, 7 months	18 years, 1 month		
Median Age	18 years, 2 months	18 years, 4 months	17 years, 11 months		

COMPARATIVE TABLE OF AGES OF SENIORS OF COLUMBIA COLLEGE FOR THE PERIODS INDICATED

Period	1915-1916	1914-1915	1905–1906		
Average age	21 years, 5 months	20 years, 9 months	21 years, 9 months		
Median age	21 years, 2 months	21 years, 3 months	20 years, 11 months		

TABLE XVIII

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

		(Colle	ge				0	ر'ه	ents			
1915–1916	Freshmen	Sophomores	Juniors	Seniors	Non- Candidates	Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Total Number of Students
Department Agriculture Anatomy (incl. Histology) Anthropology Architecture Astronomy Bacteriology and Hygiene Biological Chemistry Botany Chemistry Civil Engineering Classical Philology		2 9 2 25 132 4	3 33 12 2 35 27 57	35 8 1 13 23 28 28 8	2 4 44 2	2	182 86 82	28 4 164 225	3 6 22 2 1 32 36 39 93	1 7 4 1 4	95	3	10 256 58 102 129 148 179 535 276 225
Class. Civilization Greek Latin Dermatology Diseases of Children Economics Education	3 8 108 49	2 8 39 109	2 4 16 98 12	2 5 35 61 29	1 4	2	9 5 167	50	23 48 178 108	1 2 27 0		81	7 47 222 95 202 668 256
Electrical Engineering Engineering Drafting English Comp. Literature Fine Arts Geology	22 385 4 1 8	45 253 7 2	19 135 7 1	5 83 8 2 4	37 2 1			304 23 1 76	2 241 89 5 27	14 7 4	2 4 I		306 121 1261 123 15 146
Germanic Lang. and Lit. Gynecology Highway Engineering Hist. and Political Philosophy Hygiene and Preventive Medicine	141	76 219	32 119	68	20		167 71	18	253	43	I	36 98	493 167 918 62
Journalism Laryngology Mathematics Mechanical Engineering Mechanics (Mathematical	8 330	10 129	57 9	3 31 16	30 2		95	2 314	24 62 4	5	47	137	95 693 345
Physics) Metallurgy Mineralogy Mining Municipal and Private Law	1	7	8 4 1	3 43	2	485		122 168 36 61 88	19 4 12 4	I			167 172 65 65 617
Music Neurology Obstetrics Ophthalmology Oriental Languages	7	14		35	4		169 249 95	I	5	1			61 174 284 95
Chinese Indo-Iranian Languages Semitic Languages Orthopedic Surgery Otology			I	1			95 94		7 14 18	I 2		I	8 14 23 95 94
Pathology Pharmacology, Materia Med- ica and Therapeutics				35 35			91		1	I			119

	_	1	Colle	ge				ce	nce,	ed Students			ы
		sə			es			Science	Political Science, Philosophy and Pure Science	ed Stuc	ıre	н	Total Number of Students
1915-1916	Freshmen	Sophomores	S	S	Non- Candidates		ine		cal Scie sophy a Science	Unclassified Graduate St	Architecture	Journalism	Nu
	eshi	pho	Juniors	Seniors	ndi ndi	>	Medicine	Applied	Politic Philos Pure S	adu	chit	urn	tal Stu
	Fre	Sol	Jui	Sei	ČŠ	Law	Me	Αp	Po Ph Pu	GG	Ar	Joi	To
Debertment													
Department Philosophy	368	103	53	46	24				110	15	1	46	775
Physical Education	373	79	36	22	15			42	8		I	59	035
Physics Physiology	68	94 I	53 39	23 36	33		187	63	39 16	I	27		40 I 28 I
Politics and Government	127	89	62	44	12	I			97	9		88	529
Practice of Medicine Psychology		2.5	4.5	35 28	6		257	2	58	5		13	292 201
Public Law	9	35	45 1	20 I	I	318		2	100	17		1.3	439
Religion	2	15	12	15	2			I	12		1	I	61
Russian Roman Law and Jurisprudence				41		28			9	2			11 79
Romance Languages and Lit.				4,		20							
Celtic French	147	113	46	27	22				1 89	5	6	40	495
Italian	7	3	I	6					13	3		-,-	33
Romance Philology Spanish	15	22	21	6	2				31	2		6	33
Shopwork	83	11	2	I	3			29					129
Social Economy				I		2			89	5			97 187
Sociology Surgery				35		2	254		167	15		3	289
Urology							95						95
Zoölogy	23	43	18	13	19				51	5			172

TABLE XIX

AGGREGATE ATTENDANCE IN ALL COURSES, 1915–1916, (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1915–1916 ,	No. of Half-Year Courses	No. of Registrations	Percentage of Total Enrollment
Departments Agriculture Anatomy (including Histology) Anthropology Architecture Astronomy Bacteriology Biological Chemistry Botany Chemistry Civil Engineering Classical Philology Classical Civilization Greek Latin Comparative Philology Dermatology Diseases of Children Economics Education Electrical Engineering Engineering Drafting Engineering Drafting Engineering Drafting Engineering Languages and Literatures Gynecology Highway Engineering History and Political Philosophy Household Arts Hygiene and Preventive Medicine Journalism Laryngology Mathematics Mechanical Engineering Metallurgy Mining Municipal and Private Law Music Neurology Obstetrics Ophthalmology	6 16 11 51 5 12 22 32 32 99 44 2 11 35 42 2 11 19 42 132 35 8 87 16 14 47 67 67 16 12 89 6 3 23 6 50 74 42 12 29 34 19 14 6 4	17 375 110 1018 162 117 241 185 1924 1151 38 101 405 5 96 331 1497 530 1105 234 2974 308 427 1060 261 117 2363 8 102 787 192 1269 1495 515 87 338 3998 229 333 347 192	.0449 .9988 .2904 2.6875 .4277 .3089 .6363 .4884 5.0794 3.0387 .0343 .0311 .2667 1.2276 .0132 .2535 .8739 3.9721 1.3992 2.9172 .6178 .8131 1.294 1.1373 2.7984 1.1373 2.7984 1.1373 2.7984 1.1373 2.7984 1.1373 2.0211 2.603 2.0777 .5069 3.3502 3.9468 1.3596 .2297 .8023 10.5547 .6346 .8891 .9161
Oriental Languages Chinese Indo-Iranian Languages Semitic Languages Orthopedic Surgery Otology Pathology Pharmacology, Materia Medica and Therapeutics Philosophy Physical Education Physics Mathematical Physics (Mechanics) Physiology	7 11 22 7 4 19 9 46 10 36 26 13	19 26 65 96 192 228 321 1494 1096 653 335 254	.0502 .0687 .1716 .2535 .5069 .6019 .8475 3.9442 2.8935 1.7339 .8844

TABLE XIX—(Continued)

1915–1916	No. of Half-Year Courses	No. of Registrations	Percentage of Total Enrollment
Politics and Government Practice of Medicine Psychology Public Law Religion Roman Law and Jurisprudence Romance Languages and Literatures	20 36 25 25 5	903 443 473 607 76 44	2.3939 1.1695 1.2487 1.6125 .2007 .1162
Celtic French Italian Romance Philology Spanish Russian	1 52 11 8 10	1 1017 60 66 179	.0027 2.6949 .1584 .1743 .4726
Shopwork Social Economy Sociology Surgery Urology	4 8 20 12 33 4	18 154 364 476 442 192	.0475 .4066 .9610 1.2766 1.1769 .5069
Zoölogy Total	1804	373 37,803	.9847

TABLE XX

THE AMOUNT AND DISTRIBUTION OF FREE TUITION OTHER THAN THAT PROVIDED BY SCHOLARSHIPS

Faculty or School	Officers of Instruc- tion	Sons and Daughters of Officers	Students of Affiliated Institutions	Chinese Students	Scandina- vian Students	Turkish Students	Total
Columbia College School of Law School of Medicine Schools of Mines,	\$309.00 150.00			\$216.00			\$1507.00 300.00
Engineering and Chemistry Fine Arts School of Journalism Political Science,		500.00			\$102.00	\$227.00	829.00
Philosophy and Pure Science	11,567.00	630.00	13,420.00	120.00	180.00	656.00	26,573.00
Total	\$12,026.00	\$2,262.00	\$13,420.00	\$336,00	\$282.00	\$883.00	\$29,209.00

EXTENSION TEACHING

The number of students registered in Extension Teaching at Morningside, not including those in special classes, was 4.503. The corresponding total in 1914-1915 was 3,407; in 1913-1914, 2,623. The 4,503 included 880 matriculated students, about 20 per cent, of the total. These matriculated students are not included in the total given in Table I on page 300, since they are duplicates of registrations there counted under the several faculties. The above total likewise includes 192 students registered in the Summer Session of 1915 who are similarly excluded from the total given in Table I. As shown by Table D, the elimination of the 1,072 duplicates from the total of 4,503 and the addition of the 821 non-matriculants attending elsewhere than at Morningside produced the total of 4,252 as given in Table I. This total last year was 3,305; in 1913-1914 it was 2,813. Table B this year gives the registration in special classes.

The classification according to residence as given in Table E shows that a large majority of the students live in New York City. From New Jersey there were 754 in attendance including those registered at the local centers in that state (250). This is of interest in that it shows that at Columbia, Extension Teaching means the throwing open of the resources of the University to those who are not able to attend the regular classes at the usual time rather than the establishment of branches of the University in outlying sections.

STATISTICAL SUMMARY

A. STUDENTS CLASSIFIED ACCORDING TO SEX

	Morning- side	Extra- Mural Centers	Totals
Men Women	2330 2173	43 778	2373 2951
Totals	4503	821	5324
Duplicate Registrations; Matriculated Students Summer Session (1915)			880 192
Total attendance in Extension Teaching only			4252

B. REGISTRATIONS IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

	Men	Women	Totals
1. Spoken Language 2. Insurance 3. Citizenship 4. Practical Arts 5. Fine Arts	246 58 19 85	704 3 4 1102 125	950 61 23 1187 139
Totals	422	1938	2360

C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	Morning- side	Extra Mural	Total
 I. Non-matriculated: Columbia Teachers College (exclusively) 2. Matriculated: Columbia College Barnard College Mines, Engineering and Chemistry Law Fine Arts Journalism Political Science Philosophy Pure Science Medicine Pharmacy Teachers College 	3080 543 315 44 57 9 25 47 86 64 23 7 1	821	3901 543 315 44 57 9 25 47 86 64 23 7 1
Totals	4503	821	5324

D. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	Morning- side	Extra Mural	Gran Tota
New York City:			
Manhattan and the Bronx	2359	2	23
Brooklyn	379	2	3
Queens Richmond	18	9	
New York State (outside New York City)	28 44I	178	6
New Jersey	504	250	7
Totals	3792	441	42
Other States:	3792	441	42
Alabama	12		
Arkansas	2		
California	17	1	
Colorado	8		
Connecticut Delaware	67	172	2
District of Columbia	7	I	
Florida	5		
Georgia	17		
Idaho	2		
Illinois	24		
Indiana Iowa	32	I	
Kansas	15		
Kentucky	12		
Louisiana	3		
Maine	16	I	
Maryland	6		
Massachusetts Michigan	78 16	40	1
Minnesota	6	ı	
Missouri	16	*	
Montana			
Nebraska	3 6		
New Hampshire	2	I	
North Carolina North Dakota	8	- 1	
Ohio	3 34		
Oregon	9	-	
Pennsylvania	8o	153	2
Rhode Island	IO	3	
South Carolina South Dakota	12		
Tennessee	3		
Texas	3 14		
Utah	8	- 1	
Vermont	8	4	
Virginia	II	i	
Washington	10		
West Virginia Wisconsin	I		
WISCORSIN	15		
Totals	4403	820	52

D. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE—(Continued)

	Morning- side	Extra Mural	Gran Tota
Foreign Countries:			
Argentine	ı		
Belgium	Î		
Brazil	ī		
Canada	20		
China	27		
Cuba	7		
Ecuador	í		
France	2		
Germany	-		
Great Britain	5 3		
Honduras	l ĭ l		
India	2		
Italy	1		
Japan	12	1	
Mexico	I		
Nicaragua	2		
Panama	I		
Philippine Islands	1 4 1		
Russia	4		
Spain	I		
Switzerland	I		
Syria	I		
Uruguay	I		
Totals	100	I	I
Grand Total	4503	821	53

E. AGGREGATE ATTENDANCE ON COURSES

		f Half-Yourses	ear		Registrat	tions	Percent-
SUBJECTS	Morning- side	Extra- Mural Centers	Total	Morning- side	Extra- Mural Centers	Total	age of Total Enroll- ment
Accounting Administration	19		19	436 70		436	3.5744 .5739
Agriculture	23		23	133		133	1.0903
Architecture Biology	36	i	36	426		426	3.4924
Bookkeeping	4			5 71		71	.0410
Botany	6		6	35		35	.2869
Chemistry Civil Engineering	14		14	324 83		324	2.6562 .6804
Civil Engineering Civil Service	10		10	6		83	.0492
Clothing	16		16	98		98	.8034
Commercial Arithmetic	6		6	39		39 201	.3197
Commercial Law Contemp. Literature	2		2	20I 133		133	1.6478
Cookery	17		17	182		182	1.4921
Drafting Drawing	7		7	62		62	.5083
Economics	39	1	40	49 756	35	49 791	6.4847
Economic Science	3		3	6		6	.0492
Education Electrical Engineering	11	11	22	101	449	550	4.5089
English	5 58	15	73	70 2199	357	70 2556	·5739 20.9542
Finance	6		6	83	00,	83	.6804
Fine Arts French	32	,	32 26	309	28	309	2.5332
Geography	22	4	20	576	20	604	4.9516
Geology	4		4	24		24	.1968
German Greek	34		34	549		549	4.5007
Hebrew	3 4		3 4	13		13	.0820
Highway Engineering	10		IO	53		53 668	-4345
History Hygiene	26	I	27	631	37	668	5.5763
International Law	9	2	11	41	14	55	.1312
Italian	4	5	9	18	27	45	.3689
Latin Library Economy	13		13	213 122		213 122	1.7462
Mathematics	20		20	388		388	3.1809
Mechanics	I		I	3		3	.0246
Metalworking Music	5 53		5 53	11		11	.0902 1.5822
Nursing	3		3	23		23	.1886
Nutrition	2		2	35		35	.2869
Optometry Penmanship	20 I		20 I	373		373	3.0579
Philosophy Photoplay Writing	10		10	231		231	1.8938
Photoplay Writing Physics	3		3	42		42	·3443 1.2297
Physical Education	4		15	150		150 160	1.2297
Plastic Anatomy	2		2	19		19	.1558
Politics Psychology	10		10	88		88	.7214
Sanitary Engineering	3		14 3	317 26		317 26	2.5988
Science of Language	1		I	8		8	.0656
Secretarial Corres. Social Science	2		2	34		34	.2787
Sociology	3 8		3 8	30 18		30 18	.2459 .1476
Spanish	8		8	275		275	2.2545
Speech Stenography	5 21		5 21	48 248		48 248	.3935 2.0331
Structural Mechanics	6		6	71		71	.5821
Textiles	3		3	4		4	.0328
Typewriting Typography	7		7	185 28		185	1.5164
Woodworking	8		8	27		27	.2213
Zoölogy	2		2	65		65	-5329
Total	724	30	763	11251	947	12198	100.0000

SUMMER SESSION OF 1916

Eight thousand and twenty-three were registered in the Summer Session of 1916.

The total enrollment of 8,023 marks an increase of 2,062 over 1915. The percentage gain over 1915 is 34.59 per cent. This is the largest percentage increase since 1903. It is the largest numerical increase in the history of the Session.

Year	General	Medical	Total	Percentage of Increase Over Preceding Year
1900 1901 1902 1903 1904 1905 1906 1907 1908 1909	417 579 643 940 914 976 1,008 1,353 1,498 1,949	53 47 42 33 42 34 22	417 579 643 993 961 1,018 1,041 1,395 1,532 1,971	38.85 11.05 54.43 — 3.22 5.93 2.20 33.72 10.05 28.65
1910 1911 1912 1913 1914 1915	2,9 3,6 4,5	539 590 561	2,632 2,973 3,602 4,539 5,590 5,961 8,023	33.54 12.96 21.16 26.01 23.14 6.63 34.59

4,086 degrees are held by 3,308 of the students as follows:

2196	A.B.	4	Ph.C.	I	D.D.	I	M.O.
638	B.S.	8	Ph.G.	2	S.T.B.	I	D.O.
73	B.L.	2	Phar.D.	3	DD.S.	30	M.E.
3	M.L.	91	Pd.B.	6	B.C.S.	8	C.E.
1	Litt.D.	20	Pd.M.	4	Ed.B.	3	Ch.E.
7	B.Mus.	3	Pd.D.	8	B.Di.	I	Chem.
497	A.M.	23	L.I.	4	M.Di.	4	E.E.
41	M.S.	49	LL.B.	I	B.L.S.	2	J.D.
1	Sc.D.	5	LL.M.	5	B.S.D.	27	Misc.
192	Ph.B.	I	LL.D.	14	B.E.		
5	Ph.M.	32	M.D.	I	B.M.E.		
36	Ph.D.	29	B.D.	3	B.O.		

The tables appended hereto need but little comment. The percentage of women students has increased from 59.59 per cent. to 64.51 per cent. The percentage of new students likewise shows an increase, 61.97 per cent. against 56.89 per cent. The number of matriculated students has increased by 706, about 28 per cent. This is not a proportionate increase as compared with the non-matriculants whose percentage of increase was 39 per cent. over 1915. The apparent decrease in the number of matriculants in the Faculty of Philosophy is due to the fact that candidates for the degree of Master of Arts or Master of Science whose major subject is Education are now registered solely under the Faculty of Education. This likewise accounts in part for the large increase in the number of graduate students at Teachers College.

STATISTICAL SUMMARY

Classification	Numbers	Number Totals	Percentages	Percentage Totals
A. STUDENTS CLASSIFIED ACCORDING TO SEX Men Women	2847 5176	8023	35.49 64.51	100.00
B. STUDENTS CLASSIFIED AS OLD AND NEW Previously registered New students	3051 4972		38.03 61.97	
C. STUDENTS CLASSIFIED ACCORDING		8023		100.00
ro FACULTIES I. Non-matriculated II. Matriculated: 1. Columbia College 2. Barnard College 3. Mines, Engineering and Chemistry 4. Law 5. Medicine 6. Architecture 7. Political Science 8. Philosophy 1 9. Pure Science	297 63 46 66 34 13 189 555	4763		59-37
10. Teachers College Undergraduate 890 Graduate 894 11. Journalism	1784	3260 8023		40.63
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS Elementary schools Secondary schools Higher educational institutions Normal schools Industrial schools Principals (school) Supervisors Supervisors Superintendents Special teachers Private school teachers Private teachers Librarians Technical schools Business schools Not engaged in teaching	1550 1364 479 313 50 600 235 206 136 124 34 12 38 8 2874	8023	19.32 17.00 5.97 3.90 .62 7.48 2.93 2.57 1.70 1.55 .42 .15 .42 .15 .47 .10 35.82	100.00
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE North Atlantic Division: Connecticut Maine Massachusetts New Hampshire New Jersey	165 57 254 39 512	0023		100.00

 $^{^{\}rm 1}$ Including 119 students with Education as a subject of major interest registered under the Faculty of Philosophy through Teachers College.

STATISTICAL SUMMARY—Continued

Classification	Numbers	Number Totals	Percentages	Percentage Totals
New York Outside of N. Y. City 755 Manhattan and the Bronx 1472 Brooklyn 374 Queens 89 Richmond 12	2702			
Pennsylvania Rhode Island Vermont	575 43 41			
South Atlantic Division: Delaware District of Columbia Florida Georgia Maryland North Carolina South Carolina Wirginia West Virginia	8 69 51 268 126 145 116 254 72	4388		54.69
South Central Division: Alabama Arkansas Kentucky Louisiana Mississippi Oklahoma Tennessee Texas	64 19 89 40 28 31 113	1109		13.83
North Central Division: Illinois Indiana Iowa Kansas Michigan Minnesota Missouri Nebraska North Dakota Ohio South Dakota Wisconsin	142 176 113 72 173 127 107 68 9 454 32 120	549 1593		6.84
Western Division: Arizona California Colorado Idaho Montana Nevada New Mexico Oregon Utah Washington Wyoming	9 60 47 8 13 3 4 24 25 38 4	235		2,03

COLUMBIA UNIVERSITY

STATISTICAL SUMMARY—Continued

Classification	Numbers	Number Totals	Percentages	Percentage Totals
Insular and Non-Contiguous Terri- tories: Hawaiian Islands Philippine Islands Porto Rico	2 I II	14		.17
Foreign Countries: Argentina Austria Bahama Islands Bermuda Brazil Canada Central America Chile China Cuba India Ireland Japan Mexico Norway Russia Scotland So. Africa	1 1 1 2 2 78 2 1 1 19 7 7 2 1 13 1 1 1 1 1 1 1 1 1 1	135 8023		1.68

TABLE F

TRBEE			
Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrollment
Accounting	4	65	.30
Agriculture	5	15	.07
Architecture	7	42	.06
Astronomy	2	56	.26
Biblical Literature	ı	20	.10
Biology	3	37	.17
Botany Chemistry	7	64	.30
Classical Philology:	30	466	2.16
Comparative Philology	2	32	.15
Greek	4	32	.15
Latin	14	300	1.39
Commercial Subjects:			
Advertising	2	41	.19
Commercial Arithmetic	2	30	.14
Commercial Law Penmanship	2	24	.II.
Economics	I	39	.18
Education	15	320 8892	1.48
Engineering:	120	0092	41.17
Chemical Engineering Civil Engineering	2	18	.09
Civil Engineering	1	28	.13
Electrical Engineering	2	23	.11
Engineering Drafting Mechanical Engineering	6	49	.23
Sanitary Science	I	5	.03
English	1 29	18 1322	6.12
Fine Arts	19	618	2.86
Geography	8	139	.65
Geology	4	27	.13
German	26	491	2.28
History	25	502	2.33
Household Arts Industrial Arts	54	1867	8.64
International Law and Diplomacy:	22	496	2.30
Public Law	2	28	.13
International Relations	2	27	.13
Journalism	I	35	.16
Kindergarten Law	5	190	.88
Library Economy	16	253	1.17
Mathematics	4 16	100 582	.46 2.70
Mechanical Drawing (see Engineering Drafting)	10	302	2.70
Medicine	22	145	.67
Metallurgy	5	22	.10
Mineralogy	4	46	.21
Music Nature-Study	9	213	.99
Philosophy	8	14 176	.07 .82
Philosophy and Religion	7	55	.26
Philosophy and Religion Photoplay Writing	2	58	.27
Physical Education	32	1513	7.01
Physics and Mechanics	17	202	.94
Physiology	5	73	•34
Politics and Public Law Psychology		79	.37
Romance Languages:	9	243	1.13
French	16	447	2.07
Italian	2	28	.13
Portuguese	2	7	.03
Spanish	7	276	1.28
Romance Philology	ĭ	10	.05
Slavonic Languages Social Science:	ı	6	.03
Sociology	4	122	,62
Social Economy	4 4	133	.31
Speech	3	211	.98
Stenography and Typewriting	9	225	1.04
Zoology	2	61	.28
Totals	651	21,602	100.00

G. AGGREGATE ATTENDANCE ON COURSES, 1905-1915

Cotal Enroll- Cotal Enroll	Total Enroll-
Accounting Agriculture Anthropology Architecture 1 16 32 18 26 30 50 49 49 49 Accounting Anthropology Architecture 1 16 32 18 26 30 50 64 63 64 66 69	Total ment
Accounting Agriculture Anthropology Architecture 1 16 32 18 26 30 14 10 22 17 13 17 24 23 Architecture 1 16 32 18 26 30 50 64 63 64 69	65
Accounting Agriculture Anthropology Architecture 1 16 32 18 26 30 50 64 63 64 69	65
Agriculture	15
Agriculture	15
Architecture 1 16 32 18 26 30 50 64 63 64 69	42
	42
	56
Biblical Literature 12 19 11 22 33 37 32	20
Biology 18 10 26 41	124
Bookkeeping 27 30 36 28 47 53 57	64
Chemistry 156 164 257 292 304 286 321 262 254 331 387	466
Classical Archæology	
Comparative Philology Commercial Arithmetic 5 4 23 18	32 30
Commercial Administration 16	_
Commercial Law 36	24
Economics 12 32 35 54 97 119 125 169 187 270 293 Education 366 305 480 601 879 21630 22191 22793 23891 4506 5790	320 6821
Engineering 42 46 27 17 26 28 26 53	92
English 307 303 408 313 500 532 529 083 988 1130 1057	1606
Fine Arts	618
Geology 10 32 43 31 46 53 41 33 33	27
German 201 204 200 214 251 319 326 393 388 461 412	464
Greek 10 6 17 13 19 21 20 25 24 21 16 Hebrew	32
History 88 103 192 187 212 238 313 322 410 478 466	610
Household Arts ⁸ 35 58 96 111 266 411 534 873 974 1507 1541	1760
Hygiene	473
	473
Latin 55 69 81 102 145 149 157 212 217 241 231	300
Law 81 122 244 348 337 263 Library Economy 27 72 54 66 70 40	253
Library Economy Mathematics 210 199 246 340 318 282 327 297 479 521 550	869
Mechanical Drawing 38 40 44 62 51 32 21 25 29 41 31	49
Medicine 28 41 50 58 92 95 Metallurgy 6 13 9 5	145
Mineralogy 28 16 11 10 8 9 17 13	46
Music 47 24 42 44 31 92 103 151 130 191 157	365
Nature Study 42 24 54 40 20 14 27 32 19 Penmanship 24	20
Philosophy 42 45 67 113 90 100 85 125 98 187 131	39 176
Photoplay Writing	58
Physical Education 157 147 172 187 381 649 649 792 881 1151 924 Physics and Mechanics 061 136 204 208 250 240 241 197 327 328 260	1715 202
Physics and Mechanics 96 136 204 208 250 240 241 197 327 328 260 260 270 2	73
Politics	70
Psychology 91 95 130 185 215 115 133 107 118 230 225	243
Public Law 21 25 19 19 24 24 41	9 55
Romance Languages 114 101 189 194 218 275 329 335 429 452 543	55 768
Slavonic Languages 7 4	6
Sociology 33 48 113 102 97 85 91 90 179 Speech 124 81	133 276
Stenography and Type-	·
writing 24 62 86 133 192 185	225
Vocational Guidance 35 64 Zoölogy 17 36 20 20 40 48	93 61
	20822
No. of courses given 117 123 149 151 189 269 338 383 462 512 611	746
11/1 123 149 151 109 209 550 505 402 512 511	

Respectfully submitted,

¹ Including courses in Architectural and Freehand Drawing only, 1906–1910. ² Including courses in the teaching of various elementary, secondary and technical subjects. ⁸ Including courses in Domestic Art, 1908 and 1909, and Domestic Science, 1904–1909. ⁴ Including courses in the department of Manual Training, 1903–1909.

REPORT OF THE ACTING LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1916

To the President of the University, Sir:

The present report marks the end of my term of service as Acting Librarian. On July 1, 1916, by designation of the President, Provost William H. Carpenter becomes Acting Librarian of the University, and Mr. Roger S. Howson assistant Librarian.

During my incumbency I have laid chief stress upon the acquisition of books. Standard bibliographies have been checked with the greatest care by the Bibliographer, Mr. Howson. Many gaps have been filled and important sets have been completed. In a university library nothing can take the place of books. We must strain every nerve to keep pace with the growing output of the world's scholarly literature. The books which we need must be within reach. Elaborate schemes of coöperation with other libraries do not meet our own daily educational needs. Courtesy and good feeling will always rule in our relations with our sister institutions and all possible help will be extended and received, but in the long run it is our own books which count.

The most difficult problem in the administration of the Library is, in my opinion, the question of department libraries. It is this problem which chiefly differentiates the college or university library from the public library. The ideal toward which educators are tending is the laboratory use of books. This differs or should differ from the old-fashioned reading of books in degree, not in kind. It means the maximum use of the maximum number of good books. The college teacher of to-day abhors limiting the horizon of his pupils to a single text book in each course of instruction. As a teacher I may say that I dream of

holding classes not in a bare lecture room, but in a private study where books may be put in the hands of the students and the students tempted to linger and browse. I could not share such a study with even a single colleague, for his lectures would disturb my readers and mine his. The obstacles which stand in the way of the universal attainment of this ideal are obvious. It would be so expensive a luxury that a university so endowed would be almost inconceivable. Although the cost of education is increasing by leaps and bounds, it is impossible to imagine its ever being extended to the point of supplying every teacher with a complete working library for his students.

The next best substitute for this ideal is the department library. Department libraries are of three sorts: for the younger students, a study-hall, containing only the books to which they are referred by their college instructors; for the students in the professional schools, complete technical collections as in law and medicine; for the 'graduate students' in the humanities, 'seminar libraries' in each of the major fields of study. Even the department library, if carried to the point of maximum educational efficiency, would be almost prohibtive in cost. The duplication of books would be enormous.

Our present practice accordingly is the result of further compromise. We establish as few department libraries as we can, and having established them, we give them for the most part no endowment or financial support worthy of the name. The clearly defined and old-established technical professions, such as law and medicine, suffer little if at all. They are as well provided for as any department of the Library. The newer professions and the more vaguely defined humanities suffer most. Lacking adequate funds, they do not duplicate the collections of the main library but borrow them en bloc during each academic term. The tendency of this policy is to scatter the main library. In fact, it raises the question as to whether we are to maintain a general library at all. If we are to place the needs of the special departments first, we may as well frankly face the situation of sending our scholars to the New York Public Library for work which leads them into more than one field of learning. If we do not do this, we must either refuse to grant to our faculties the privilege of having departmental libraries, or provide ample funds for duplication, whether, as in the case of philosophy for instance, the so-called main collection is to be in the general library and the auxiliary collection elsewhere, or, as in the case of law or engineering, the main collection is isolated and the subsidiary collection is in the general library.

In short there are three lines of action which we may follow:

(I) We may refuse to meet the educational demand and maintain a single general library, from which the student may derive no more and no less benefit than from one of the greater public libraries. (2) We may refuse to meet the needs of general scholarship and maintain clearly defined and partially overlapping department libraries. (3) We may meet both needs by maintaining a complete general collection as well as special collections in every field of learning, with the proviso that no 'library' is ever to be denied a book merely because another already possesses it.

If we maintain a general library alone, with only such duplication of reference books and 'reserved' books in situ as is demanded by the number of our readers, we may then devote our funds to the amassing of a great collection of books which will bear comparison with any in the world. If we maintain department libraries alone, our funds will presumably be ample to provide us with a truly notable group of special collections. If we attempt to maintain both, our funds must be literally multiplied many times.

Our present practice tends toward the third of these possibilities. I have said that to carry it out to its logical conclusion would be almost prohibitive in cost. Surely however it is not a chimerical scheme. The duplicate collection or collections in each field may be definitely limited to the authoritative books, even though this term be given the widest possible definition. Superseded books which have only an antiquarian interest need not encumber the department collections. Our universities must meet the needs of the times. What the printing press has already done for the education of mankind

is less, we may safely predict, than that which it will do in the future. The book must take a more and more important part in higher education. Educational institutions must therefore provide more generously for their libraries.

Next in importance to the acquisition of books is their proper classification. Classification is at present the first step in the routine of cataloging. In my opinion it Classification and should be a distinct process and in the Cataloging hands of a different type of person. Here again the university library is differentiated from the public library because of the inter-dependence between class-room and reading-room, and because of the policy of admitting scholars directly to the book-shelves for research work. The general principle seems unassailable that we should have the same expert advice in the classification of books as in their purchase. We do not put upon the clerical staff of the order department the responsibility of selecting the books to be purchased in a given field of learning. Yet the placing of those books in their proper relationship on the shelves is often left to a very inexperienced and meagerly paid assistant, utterly unacquainted with the contents of the books. The obvious remedy would be to assign the task of classification to a member of the faculty in each department, as is now done perforce in the case of certain oriental languages. But that is easier said than done. The professors best qualified for the work have their hands full already; others are too narrowly devoted to the interests of their own specialty; all in fact would have to devote some preliminary study to the general system of classification in use in the Library.

But the problem is even greater than I have so far indicated. No 'system' of classification can transcend its own limitations. Every system is too rigid. The new Library of Congress system is an improvement on the Dewey, but they are both of a piece. A more elastic method must somehow be devised or a more elastic policy must be followed whereby books can be reclassified as often as there is a change in the fundamental conceptions of knowledge or in the current terminology.

The present rigid systems of library classification are too theoretical. Instead of adopting or providing for the adoption of the subjects upon which books are actually written, they are constructed upon a logical but entirely independent analysis of human knowledge. They would be more useful if they were less logical. They need to be even ephemeral. Too often one looks in vain for the familiar catch-words of the day. such as 'city-planning', 'sanitary engineering', 'lives of the saints', 'Byzantine literature'. The books are found under some other heading of which no one ever heard. We may in the University have a professor of food chemistry and extensive bibliographies of the subject may be published every year, but the term 'food chemistry' will not occur in our card-catalog, and the books themselves will be found in six different places on the shelves because the subject was unknown a generation ago when our system of classification was devised. Extreme cases like this are of course corrected when found, but it would be far better if they could be prevented.

I have mentioned bibliographies. In more and more fields of learning periodical bibliographies are being published every year. They record the year's output of books and their subject-classification is up to date and absolutely practical. These standard bibliographies, accepted by the scholars of the world, ought obviously to be the basis of our current classification. Too often they are ignored. Pardonable though this may be in the case of the latest ideas and the newest fields, it is inexcusable in the case of the older disciplines. In the field of classical philology, for instance, the systematic bibliographies, based on Friedrich August Wolf's definition of Altertumswissenschaft, have been the accepted standard for over a hundred years. To the Dewey system classical philology and its accepted subdivisions are terra incognita. Greek and Latin literature are even treated on a par with English, and subdivided into fiction, essays, ballads, and the other modern categories.

In short there is an unfortunate divergence between the accepted systems of library classification and the categories of knowledge which form the basis both of the university curriculum and of the standard bibliographies in every field of knowledge. To meet this situation we have had recourse this year to a makeshift which is perhaps worth recording, limited though it is in its possibilities. The situation arose in the field of psychology. It had become impossible to fit the new books into the old scheme. The fundamental conceptions of psychology had changed. Our classification was, so to speak, left high and dry. The members of the Department of Psychology, therefore, prepared a new scheme of classification, basing their work naturally enough on the Psychological Index. the standard bibliography of the subject. The antiquated books were left undisturbed in the old classification. The newer ones beginning where the New Psychology begins were reclassified. To distinguish the new from the old no other method was possible in our rigid system than the clumsy device of using the old numbers with an 'N' prefixed.

Such being the difficulties of the whole problem of classification I am of the opinion that we shall never solve it until we appoint men or women of broad and sympathetic scholarship to classify our collections, with a view to keeping the classification abreast of the progress of learning. The mechanical part of cataloging, which demands only clerical accuracy, can be done by less scholarly catalogers than those whom we now employ. At present we fall between two stools.

With the growing emphasis which is laid on various forms of research in our higher education, the need of instruction in the use of reference books and in the use of Instruction in the library collections is daily more keenly the Use of Books felt. There are obviously two grades of instruction demanded. The more elementary should be in the nature of making students acquainted with our library. This has been undertaken at various times on a moderate scale and has been of equal benefit to the students and to the library staff. How far this instruction should go will have to be determined in the light of experience. The chief problem, however, is whether it should be made compulsory for incoming students. It may well be, of course, that the aversion to compulsory acquaintance with the library, like compulsory

acquaintance with the chapel, would result in its becoming a meaningless routine. But even if it is voluntary, it should not be haphazard nor left to faculty or library staff as chance may determine. In fact it is difficult to see how anything worth while can be done unless a special instructor be appointed for the work.

The more advanced instruction in the professional and graduate schools is less problematical. The students are more than eager for assistance. The only difficulty will be to find persons who are able and willing to give the instruction. Most gratifying success has already been obtained in the Law School. Mr. Frederick C. Hicks, the Law Librarian, reports as follows: "The most encouraging feature of the year has been the response of students to attempts to interest them in the systematic study of law books and methods of using them. At the beginning of the year it was the expectation of the Law Librarian merely to give six general lectures, open to all students of the school, for the purpose of introducing the subject. Some doubt was felt whether, in a crowded curriculum, six lectures were not too many. The doubt was unfounded, for the lectures were attended by an average of 129 students drawn from all three classes. Thus encouraged, the offer was made to continue the work by weekly seminars to be held in the Law Librarian's office. This was done throughout the year, and so many students registered that it was necessary to meet from six to eight groups each week. The total number of men who participated in the seminars was 126, of whom 60 were from the first year class, 42 from the second year class, 18 from the third year class, and 6 were special students. The work of the seminars was in the nature of practice work, since each session was to a typical problem, and each student had a special problem to work out. This method was possible because the attendance at each exercise was limited to twelve students, and the problems were worked out in the Law Library, the results being discussed in the Librarian's office. Independently of the benefits derived by students from the study of legal bibliography and the mechanics of book use, the resulting advantages to the library have justified the experiment. Potentially the size of the library has been increased because each book now more fully serves its purpose. Moreover, the systematic study of typical problems has brought to light needs which are being supplied."

During the past year the task of recarding the general catalog has been resumed. By this I mean the process of substituting for the old-fashioned Recarding and cards the larger cards now accepted Recataloging standard by the libraries of the world. Every card removed has been carefully revised and the majority of those inserted have been printed cards distributed by the Library of Congress, the John Crerar Library, Harvard University, the University of Chicago, and the Royal Library of Berlin. The great advantages of the printed card are compactness, legibility, and standardization. The only drawback is the temptation on the part of the cataloger to accept them as authoritative. The utmost care must be exercised to see that the printed card records and describes the precise edition found in our library.

It is unfortunate that the task of recarding cannot be carried through to completion without interruption. The catalog in its present state is inconvenient, combining as it does cards of different dimensions in the same sections. Furthermore we have to train a whole new staff every time we resume the work. So far as it is possible to estimate the extent of the work accomplished since the beginning, it amounts to about one-eighth of the whole. To complete the work will perhaps require an appropriation of forty thousand dollars.

In connection with the recarding, many miscellaneous titles and several entire collections, among which may be mentioned international law and law text-books, have been entirely recataloged. The arrears of cataloging in the Law Library are still heavy.

Other collections, chiefly dissertations and pamphlets, have been made available through binding. In the case of pamphlets no satisfactory substitute for regular binding has yet been devised. If not bound they are more subject to loss, mutilation and wear. Tying in boards and storing in boxes are temporary makeshifts. Provision must always be made, therefore, for the immediate binding of those pamphlets which are to be kept on the regular shelves with the books. This should be part of the initial estimate of expense.

The most notable gift during the past year was received from Mr. A. Barton Hepburn, who donated 18,000 francs for the purchase of a special collection of rare French books of the sixteenth and seventeenth centuries, brought into the Paris book market by the European War. As in former years, Mr. William G. Low donated \$250 for books on international and maritime law; Mr. James Loeb \$175 for labor literature.

The Frederick Keppel Memorial Collection of Prints, comprising forty-one English, French, Spanish, Dutch and American prints of the nineteenth century, was presented to the Avery Library by Dean Frederick P. Keppel. Through Dean Keppel the Library also acquired the autograph manuscript of Professor Charles Anthon's Commentary on selected plays of Euripides. From Miss Margaret Elliot the Library received 38 volumes of the scientific works of her father, the late Daniel Giraud Elliot, being his own personal copies, beautifully bound.

From the estate of the late Edward Van Dyke Robinson were received 3500 books and pamphlets.

The more notable gifts from officers of the University were as follows: from President Butler 514 volumes and 236 pamphlets; from Professor Munroe Smith 733 pieces; from Professor William M. Sloane 650 pieces; from Professor W. T. Bush 461 volumes; from Professor E. R. A. Seligman 58 volumes and 114 pamphlets; from Professor S. M. Lindsay 54 volumes; from Professor W. R. Shepherd 25 volumes and 91 pamphlets.

Two gifts were received from undergraduates: about 50 volumes of textbooks from Mr. Lamont Barbour and the same number from Mr. John S. Baldwin, and Professor C. S. Baldwin.

From Hon. Seth Low were received 319 volumes of the publications of the Carnegie Institute and over 4000

numbers of periodicals; from the University Club 950 pieces; from Judge G. L. Ingraham 267 volumes and 440 pamphlets; from Messrs. Westinghouse, Church, Kerr & Co. 500 pieces; from Mrs. D. B. MacGowan 401 Russian books and pamphlets; from Mrs. A. W. Drake a large collection of museum catalogs; from Mr. Robert T. Oliver 238 numbers of periodicals: from Sir Gilbert Parker a large number of books on the European War: from Mr. Eugene Frank 97 numbers of engineering periodicals; from Mr. John B. Pine 51 volumes; from M. Ernest Myrand, Librarian of the Legislative Library of the Province of Quebec, 45 volumes of statutes and 6 miscellaneous volumes; from Mr. S. Wright Dunning 31 volumes of railway books and 3 atlases; from Dr. and Mrs. A. S. Walker 26 volumes of engineering books; from Mr. F. S. Philbrick 22 volumes of law books; from Mr. J. D. Locke 17 volumes; from Miss Emily B. Van Amringe 10 volumes and 32 pamphlets; from Dr. Ernesto Ouesada 12 volumes.

Important gifts were added to the collections of the Medical School. Through the courtesy of Mr. John S. Browne, Librarian of the Academy of Medicine, about 2200 volumes of medical and surgical journals were selected by Mr. Robert. Of the numerous gifts from members of the Medical Faculty several deserve special mention: from Dr. Malcolm McBurney were received 354 volumes, comprising the surgical library of his father, Dr. Charles McBurney; from Dr. Francis Huber 250 volumes; from Dr. Smith Ely Jelliffe 130 volumes; from Dr. H. E. Owen 68 volumes.

Pleasant and profitable exchange relations have been maintained with the New York Public Library, the New York Botanical Garden, the Russell Sage Foundation, the London School of Economics, the American Museum of Natural History, the Hispanic Museum, the Union Theological Seminary, and other institutions.

From its own duplicates the Columbia University Library has been able to make donations to other institutions: a collection of books on chemistry to Williams College, whose chemical laboratory was destroyed by fire; collections of text-books to the Agricultural and Mechanical College of Normal, Ala-

bama, to Morris Harvey College, Barboursville, West Virginia, and to Athens College, Athens, Alabama; and a miscellaneous collection to Penn College, Oskaloosa, Iowa, whose buildings were recently burned. Large numbers of duplicate documents have been returned to Washington and to Albany.

The constantly recurring problems of housing and shelving the collections in various subjects have demanded the usual share of the attention of the library staff. Arrangement of The permanent exhibition room on the Collections second floor of the main building has been given up, this valuable space being urgently needed for readers. Philosophy and Ancient History will be moved into this room and will thus be brought into close connection with Classics in Room 200. The Phoenix Collection will be returned to the Phoenix Gallery, the rare books and manuscripts to the basement treasure room and vault. The Johnson Collection will be kept in one of the galleries, except for the small group of more interesting books to be retained in the central alcove of the old exhibition room. American History, formerly in room 402, and Anthropology, formerly in room 301, have been interchanged.

The Columbiana Collection, largely through the personal interest of Mr. John B. Pine, has been conveniently and attractively displayed in room 307, in which the Alumni Day and Commencement Day Exhibitions will regularly be held.

The Avery Library has been entirely rearranged on the shelves in accordance with a much more convenient and logical system.

Barnard College Library and the College Study are outgrowing their present quarters. For the former relief is in sight.

Several special collections have been made more available to the University at large by cataloging, namely, the Johnson Collection, the Butler Library of Philosophy, the Dramatic Museum, and the books in the Classical Reading Room.

In conclusion I would present the following Statistics:

Accessions: Gifts: 8483 volumes, 6024 pamphlets, 6 me	dals	
Exchange:		4b T-4-1
	sertations O 1,261 1	,090 2,351
	1,275	357 1,633
Orders: sent out, 9007		
Total number of volumes cataloged and added of	luring the y	ear:
Books (volumes):		00 905
General Library and departments Teachers College		3,301
School of Law		3,827
School of Medicine		2,166
Barnard College		701
Total		33,032
Cataloging: (see Accessions)		
Cards filed:		
General Library and Departments: New cards		E7 780
Cards replaced		58,253
Depository catalog		55,594
Binding:		
Number of volumes repaired in the building Number of pamphlets bound in the building		3,096
Cost of binding done outside:		
Bound	Volumes 6,608	Cost \$5,242.87
Rebound	3,911	2,825.86
Total	10,519	\$8,068.73
Interlibrary loans:		Volumes
Loaned to other libraries	• • • • • • • • • •	732
	• • • • • • • • • • • • • • • • • • • •	1,150
Circulation:		Volumes
Supplied from loan desk for outside use (includi	ng	204,883
32,536 renewals)		70,920
Supplied from reading rooms for outside use Used in reading rooms		183,081 · 722,267
Total recorded use of libraries (volumes)		1,181,151

Respectfully submitted,

DEAN P. LOCKWOOD,

Acting Librarian

June 30, 1916

REPORT

To The Trustees of Columbia University in the City of New York:

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1916.

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INCOME AND EXPENSE ACCOUNT FOR THE YEAR ENDING JUNE 30, 1916

INCOME

FROM ALL SOURCES

From Students: Fees. (See page 6)\$1,244,090.67	
Other Charges. (See page 6)	\$1,263,189,44
From Endowment: Rents. (See page 6)	\$1,203,109.44
page 7)	
From Special Funds. (See page 7)	877,243.76 344,493.31
From Payments by Allied Corporations for Salaries, etc. (See page 7)	601,951.62 18,221.43
From Miscellancous Bources. (See page 7)	\$3,105,099.56
EXPENSE	
EXPENSE INCLUDING REDEMPTION FUND PAYMENT Educational Administration and Instruction. (See page 24) Buildings and Grounds—Maintenance. (See page 27) Library. (See page 29) Business Administration of the Corporation. (See page 30) Annuities. (See page 31) Interest on Corporate Debt, Notes, etc. (See page 32)	\$3,105,099.56 \$2,315,279.58 353.485.23 124,883.22 69,536.50 48,255.00 134,515.17

INCOME OF THE CORPORATION

FROM STUDENTS: FEES:			
Morningside:			
University	\$36,921.50		
Late Registration	1,271.00		
Tuition	483,210.27		
Graduation	27,581.67		
Entrance and Special Examinations	5,355.00		
Locker	172.00		
Rooms in Residence Halls	122,296.84		
-		\$676,808.28	
College of Physicians and Surgeons:			
University	3,595.00		
Late Registration	25.00		
Tuition	82,469.94		
Examinations	440.00		
Graduation	1,800.00		
Post Graduate	25.00		
-		88,354.94	
Summer Course in Surveying		2,742.00	
Summer Session, 1915:			
Morningside	234,935.81		
College of Physicians and Surgeons	2,136.00		
_		237,071.81	
Extension Teaching		239,113.64	
			\$1,244,090.67
Other Charges:			
Morningside:			
Supplies and Material furnished to			
Students in			
Chemistry	17,367.44		
Chemical Engineering	121,26		
Electrical Engineering	42.50		
Metallurgy	525.06		
Electric Light and Breakage in			
Residence Halls	158.21		
-		18,271.89	
College of Physicians and Surgeons:			
Supplies and Material furnished to			
Students in			
Anatomy	68.29		
Osteology	10.00		
Biological Chemistry	748.59	0 (00	
-		826.88	
			19,098.77
FROM ENDOWMENT: RENTS:			
Upper and Lower Estates, 1915-1916	672,546.45		
No. 407 West 117th Street, New York	1,600.00		
No. 407 West 117th Street, New York No. 421 West 117th Street, New York	1,600.00 1,500.00		
No. 407 West 117th Street, New York	1,600.00	677,899.31	
No. 407 West 117th Street, New York No. 421 West 117th Street, New York	1,600.00 1,500.00 2,252.86		\$1,263,189.44

Brought forward FROM ENDOWMENT—Continued INCOME OF INVESTMENTS IN PERSONAL PROPERTY Interest:	\$677,899.31	\$1,263,189.44
On General Investments		
Students' Loan Fund		
Students' Loan Fund 5.06	79,178.30	
Kennedy (John Stewart) Fund Income	102,001.83	
Redemption Fund Investments Income	18,164.32	
FROM SPECIAL FUNDS. (See page 43)		877,243.76 344,493.31
PURPOSES. (See page 52). FROM PAYMENTS BY ALLIED CORPORATIONS FOR SALARIES: (See page 52). Teachers College. \$188,290.00 Barnard College. 137,887.50 Carnegie Foundation. 32,781.14 Harkness Fund. 21,608.33	221,384.65	
Harkness Fund	380,566.97	
FROM MISCELLANEOUS SOURCES: Barnard College: Electric Current		601,951.62
	5,777.72	
Diplomas	16.50	
Annual Catalogue	73.35	
Post Office	300.00	
Tennis Tickets, Sales	988.30	
Sale of Produce—Columbia Farm	126.34	
Sale of Old Pipe	13.95	
Consents	60.00	
Troy Gift	2.00	
		18,221.43
		\$3,105,099.56

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Expenditures Departmental From General of Special Income Funds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EDUCATIONAL ADMINISTRATION					
Salaries	\$105,430.00		\$89,984.81	\$2,195.19	\$13,250.00
Bureau of Supplies	14,030.48	:	14,030.48		
Library Incidentals	3,675.00		3,675.00		
Journalism Library Incidentals	49.98			49.98	:
Conduct of Examinations	2,000.00		2,000.00		
Diplomas	4,764.95		4,764.95		
Lectures	1,299.44		964.93		334.51
President's Emergency Fund	5,857.44		238.35		5,619.09
President's Fund	7,500.00		7,500.00		
President's Special Account for the College	25.40				25.40
Printing	*13,275.00	:	12,775.00	200.00	
Public Ceremonies	1,500.00	:	I,500.00		
Sexennial Catalogue	1,492.16		1,492.16		:
Student Organizations	750.00		750.00		
University Quarterly	1,250.00	:	1,250.00		
Columbia University Athletic Association	2,087.14	:	I,500.00	587.14	
Office of Appointments:					
Postage, Printing and Miscellaneous	1,350.00		1,350.00		
Committee on Undergraduate Admissions:					
Postage, Printing and Miscellaneous	4,500.00		4,500.00		
Preparation and Rating of Examination Books	1,964.30		1,964.30		
University Medical Officer:					
Supplies	200.00		200.00		
State Aid to Blind Students	327.00				327.00
State Aid to Deaf Students	151.50				151.50

	K I		OF.	0.0	C · m ·	L K	. או
250.00	1,750.00	400.00 2,689.28 22.46	2,878.90	I,000.00	1,650.00		\$31,320.15
137.08					6,023.44		\$9,492.83
	000.00			2,000.00 I,000.00	33.94	26,788.48 1,069.70	\$188,482.10
	174,210.37	4,400.00	2,878.90		4,239,000	12,500.01	\$27,858.18 \$201,436.90 \$188,482.10
137.08 250.00	900.00	400.00		3,000.00 1,000.00 259.88	11,673.44 33.94 660.63 200.00	26,788.48 1,069.70	\$27,858.18
Advertising: Shoemaker Fund. Academic Advisor—Hartley Hall. Special Assistance in Earl Hall.	EXCHANGE PROFESSORS University of Paris. Queen Wilhelmina Lectureship.	DEUTSCHES HAUS Salaries. Maintenance. Emil Boas Library.	MAISON FRANÇAISE Maintenance	AGRICULTURE Salaries. Supplies and Equipment. Greenhouse.	ANTHROPOLOGY Salaries. Departmental Appropriation. Research on the Indians of British Columbia. Equipment for Undergraduate Teaching.	ARCHITECTURE Salaries Departmental Appropriation	Carried forward

*\$10,793.23 carried forward to 1916-1917 in Balance Sheet.

	Expenditures	Expenditures Departmental From General From Income Of Special From Fronte From Income	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward	\$27,858.18	\$201,436.90 \$188,482.10	\$188,482.10	\$9,492.83	\$31,320.15
For Drawing and Modelling. Maintenance of Ateliers.	1,350.00		1,350.00		
ASTRONOMY Salaries. Departmental Appropriation. Observatory: For Apparatus. Bruce Fund.	5,100.00 177.93 160.17 138.44	29,490.30	5,100.00	177.93	138.44
BOTANY		5,570.54			
Salaries. Special Research Equipment. Departmental Appropriation.	25,881.72 1,714.00 1,200.00		17,881.72	I,200,00	8,000.00
VGTPW		28,795.72			
General and Inorganic: Salaries.	25,250.00		25,250.00		
Organic: Salaries	8,000.00		8,000.00		
Physical: Salaries.	3,000.00		3,000.00		
Food: Salaries.	5,500.00		4,500.00		I,000.00
Engineering: Salaries	9,050.00		00.050.00		
Electro-Chemistry: Salaries	2,800.00		2,800.00		
Sanitary: Salaries	1,400.00		1,400.00		
Barnard: Salaries	5,500.00				5,500.00
Sanitary: Equipment	793.30		793.30		
Sanitary: Supplies	201.35		201.35		

		R I	E P	0	R T	O F	T	Н	E	T	R	E	A	S	U	R	E	R				363
	5,831.76	200.00					5,100.00			2,648.66		11,950.00						11,387.50				\$83,976.51
4,963.29		480.00			5,000.00		720.00	600.00	837.51						406.42			800.00				\$24,838.15
1,425.00 4,812.00	10,321.54		150.00	2,276.18			18,500.00					33,300.00	250.00	250.00	:	73.55		27,512.50	00.009	89.16		\$393,889.31
					5,000.00						29,300.17					:	46,229.97				40,389.16	\$502,703.97
1,425.00 4,812.00 4,963.29	10,321.54	680.00	2,032.50	2,276.18			24,320.00	00.009	837.51	2,648.66		45,250.00	250.00	250.00	406.42	73.55		39,700.00	00.009	89.16		
Laboratory Assistantships. Laboratory Servants Equipment and Supplies. Breaken and Supplies.	Laboratory in Haveneyer Hall.	Chemical Engineering Equipment and Supplies	Chemical Engineering—Laboratory Assistantships	Chemical Engineering—Laboratory Costs	CH1NESE Salaries.	CIVIL ENGINEERING	Salaries. Instruction in Hichway Engineering	Departmental Appropriation.	For Research	Testing Laboratory	CLASSICAL PHILOLOGY	Salaries	Greek: American School at Athens	Latin: American School at Rome	Drisler Fund	Departmental Appropriation	SOUNDATION	Salaries	Departmental Appropriation	Statistical Laboratory Equipment		Carried forward

	Expenditures	Expenditures Departmental From General From Income of Special Funds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward		\$502,703.97	\$502,703.97 \$393,889.31	\$24,838.15	\$83,976.51
ELECTRICAL ENGINEERING Salaries Laboratory Expenses in Testing Electric Meters for New York City. \$1.596.82 Advanced in 1915-1916 against appropriation for 1916-1917. 442.21*	16,800.00		16,800.00		
Departmental Appropriation	1,500.00			1,500.00	I,500.00
Breakage and Supplies	75.00		75.00		
TACK Education	300.00	20.375.00	300.00		
ENGINEERING DRAUGHTING Salaries Drawing Appropriation	8,200.00	96.0	8,200.00	136.20	
ENGLISH AND COMPARATIVE LITERATURE Salaries Departmental Appropriation	68,250.00	02.025,0	44,000.00	5,500.00	18,750.00
, and a second state of the second state of th		68,450.00			
EXIENSION TEACHING Salaties Administration	7,500.00		7,500.00		
Courses of Instruction	81,765.36		81,765.36		
Institute of Arts and Sciences.	22,147.12		22,147.12		
Choral Music	000.00				600.00
יייייייייייייייייייייייייייייייייייייי	2,300.00	174.362.36			2,300.00
		2011			

	REPORT	OF TH	HE TR	REASURER	36
3,900.00	8,400.00 I.65	12,600.00	500.00		\$132,530.91
4,125.00 500.00 87.76	2,319.96	00.000	675.00	33.391.66 600.00 600.00 999.98 749.09 600.00	5,500.00
15,023.03	16,880.04	36,675.00	5,000.00		48,700.00
24,335.79		27,091.81	6.225.00	36,040 73	• 1 1
23,048.03 I,000.00 200.00 87.76	27,600.000 50.00 37.41 1.65 2.75	49,875.00	6,175.00	33.391.66 600.00 600.00 999.98 749.09 600.00	\$54,200.00
GEOLOGY Salaries Departmental Appropriation Summer Course Crosby Collection of Lantern Slides.	GERMANIC LANGUAGES Salaries Salaries Departmental Appropriation. Lecture Fund. Collegiate German Study Fund Equipment Fund.	HISTORY Salaries Departmental Appropriation	INDO-IRANIAN LANGUAGES Salaries Departmental Appropriation.	JOURNALISM Salaries. Lectures. Equipment Supplies. Newspaper Clippings. Laboratory Costs.	LAW SCHOOL Salaries Carried forward.

* Balance of \$539.03 carried in Balance Sheet against 1916 Contract.

	Expenditures	Departmental From General From Income of Special Income Funds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward	\$54,200.00	\$54,200.00 \$919,595.86	\$ 758,504.74	\$82,760.21	\$132,530.91
Departmental Appropriation	266.24 I79.00		266.24	179.00	
MATHEMATICS Salaries Departmental Appropriation	44,500.00	54,045.24	35,900.00		8,600.00
MECHANICAL ENGINEERING Salaries Additional Fortioment	28,639.91	44,340.04	28,639.91		
Departmental Appropriation. Use of Teachers College Shops. I abnestore Renimment	2,424.94		977.47 624.94 2,427.00	I,800.00	,
New Machinery and Tools	703.83	39,396.71			4,223.50 703.83
METALLURGY Salaries Departmental Appropriation	14,200.00		14,200.00	1,750.00	
Summer Course	400.00	16,350.00	400.00		
Salaries Departmental Appropriation	10,120.00 582.28		10,120.00	400.00	
MINING Salaries Departmental Appropriation	10,733.33	10,702.20	10,733.33	1,700.00	

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2.31 1,300.00 349.71		150.00		13,000,00												688.20	1,348.24		49.77	1,248.65			1,854.18	\$166,049.36
11 600 00	20.000			4,850.00										00.009	000.000			842.58	:		1,628.90	382.78		\$109,293.47
1	600.000			28,650.00	100.00	499.65		11,900.00	700.00	1,300.00	I,000.00			22,949.50		:	:	:	:					\$32,492.80 \$1,175,973.91 \$933,123.88
14,085.35		14.150.00					47,599.65		:			14,900.00												\$1,175,973.91
2.31 1,300.00 349.71	600,009	150.00		46,500.00	100.00	499.65		11,900.00	700.00	1,300.00	1,000.00			23,549.50	00.000	688,20	1,348.24	842.58	49.77	1,248.65	1,628.90	382.78	1,854.18	1 1
Special Fund Special Lectures Roxbury Mine MUSIC Solation	Departmental Appropriation.	University Orchestra	PHILOSOPHY AND PSYCHOLOGY	Salaries	Departmental Appropriation: Philosophy	Instrument Maker: Psychology.		PHYSICAL EDUCATION Salaries.	Supplies and Repairs	Care of Swimming Pool	Columbia University Athletic Association		PHYSICS (Experimental)	Salaries	Departmental Appropriation	Equipment	Adams Precision Laboratory	Adams Fund Publications	Apparatus and Equipment, including Mechanic	Wireless Station—Equipment	Equipment of Laboratory for Measurement of Heat and Light	New Equipment	Research Laboratory	Carried forward

	Expenditures	Departmental From General From Income of Special From Income Punds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forwardExperimental Equipment for Undergraduate Laboratory	\$32,492.80	\$32,492.80 \$1,175,973.91 \$933,123.88 1,294.50 1,294.50	\$933,123.88 1,294.50	\$109,293.47	\$166,049.36
Lecture Apparatus	250.33 646.96 955.76		250.33 646.96 955.76		
PHYSICS (Mathematical) Salaries. Departmental Appropriation. Apparatus.	17,499.99 75.00 239.80		17,499.99	239.80	
PHYSICS (Barnard) Salaries.	4,700.00	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			4,700.00
PUBLIC LAW AND JURISPRUDENCE Salaries. Departmental Appropriation	29,600.00	30,133.14	18,350.00	10,450.00	800.00
Blumenthal Fund	2,421.93	49,178.19		2,42I.93	17,090.20
Salaries. Departmental Appropriation.	38,249.98 83.80	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	28,249.98 83.80		10,000.00
SEMITIC LANGUAGES Salaries. Departmental Appropriation. American School of Oriental Studies in Jerusalem.	7,400.00 I.25 I00.00		7,000.00	400.00	
		7,501.25			

	REPOR	T OF T	HE TR	EASURER	369
1,000.00	300.00	250.00	1,097.57	9,000.00	\$210,893.19
12,933.28				4,400.00 2,700.00 300.00 500.00 800.00	\$145,816.28
2,400.00	20,825.00 90,465.00 119,122.00 720.51	2,000.00	2,000.00	22,900.00	9,420.00 410.00 728.77 728.77 728.77 \$1,629,110.25 \$1,282,549.55 \$145,816.28
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	11446171		241,719.23	40,800.00	\$1,629,110.25
16,333.28 247.67 867.80	20,825.00 90,465.00 119,122.00 720,51	250.00	2,000.00 339.15 1,097.57	36,300.00 2,700.00 500.00 800.00	\$10,148.77
SOCIAL SCIENCE Salaries. Departmental Appropriation. Bulletin of Social Legislation.	SUMMER SESSION Administration. Courses of Instruction. Courses in Education. Emergencies. Instruction in Russian.	Instruction concerning Latin America. Camp Columbia: Administration Courses of Instruction.	Buildings and Grounds Taxes. Special Expenses	Salaries. Departmental Appropriation. Additional Equipment. Marine Table, Wood's Hole. Dyckman Fund. College of Physicians and Surgeons	ADMINISTRATION Salaries. Alcohol. Carried forward

	Expenditures	Expenditures Departmental From General From Income of Special Income Funds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.	\$10,148.77	\$10.148.77 \$1,629,110.25 \$1,282,549.55 \$145,816.28	\$1,282,549.55	\$145,816.28	\$210,893.19
Office Supplies and Sundries. Printing and Distribution of Announcement. Purchase of Microscopes.	700.00 I,250.00 I,568.03		700.00 I,250.00 I,568.03		
ANATOMY Salaries. Departmental Appropriation. Supplies in Histology and Embryology.	26,826.01 3,800.00 1,000.00	13,000.80	26,826.01 3,800.00 1,000.00		
BACTERIOLOGY Salaries. Departmental Appropriation.	7,500.00	31,626.01	7,500.00		282.29
BIOLOGICAL CHEMISTRY Salaries. Departmental Appropriation.	9,200.00	11,082.29	8,700.00		500.00 844.31
CLINICAL INSTRUCTION Salaries.		13,243.70	7,250.02		400.00
CROCKER FUND Salaries. Departmental Expenses.	31,561.52			31,561.52	
DISEASES OF CHILDREN	00000	58,005.44	0094		
Clinical Teaching.	1,860.00		4,000.00	1,860.00	
		5,400.00			

	REF	ORT	OF ?	тне	TREA	SURE	R	371
					4,799.98	2,428.34	1,000.00	\$221,816.45
			I,500.00	500.00				\$1,833,529.07 \$1,402,030.90 \$209,681.72
3,850.00	1,200.00	2,450.00 ISO.00	2,850.00		14,200.00	4,401.37	17,640.00	\$1,402,030.90
3,869.20	1,275.00	2,600.00		5,003.66	21.618.32	8,678.38	20,640.00	\$1,833,529.07
3,850.00	75.00	2,450.00 I50.00	4,350.00	\$00.00	18,999.98 2,500.00 118.34	6,829.71 1,848.67	18,640.00	
GYNECOLOGY Sdaries. Departmental HYGIENE AND PREVENTIVE MEDICINE	Solaries. Departmental Appropriation.	NEUROLOGY Salaries. Departmental Appropriation.	OBSTETRICS Salaries. Departmental Appropriation.	For Pathological Work	Salaries. Supplies. Fire Loss.	PHARMACOLOGY Salaries Departmental Appropriation	PHYSIOLOGY Salaries. Departmental Appropriation.	Carried forward

	Expenditures	Expenditures Totals Income From General From Income of Special From General Prom Income Punds	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward		, \$1,833,529.07 \$1,402,030.90 \$209,681.72	\$1,402,030.90	\$209,681.72	\$221,816.45
PRACTICE OF MEDICINE Salaties. Laboratory Appropriation—Clinical Pathology Medical Nursing Fund—Bellevue Hospital. Departmental Appropriation—Vanderbilt Clinic.	25,425.00 1,300.00 600.00 1,620.00		16,466.65 1,300.00 600.00 1,620.00		8,958.35
SURGERY Salaries	20,520.00	28,945.00	10,370.00	1,000.00	9,150.00
Departmental Appropriation Surgical Research William T. Bull Memorial Fund Instruction in Surgical Research Laboratory	3,400.00 7,408.49 1,500.00 960.00		3,400.00	I,500.00	7,408.49
HOSPITAL INSTRUCTION For Medical and Surgical Instruction to Fourth Year Students		33,788.49	1,187.50		
SLOANE HOSPITAL		24,765.62		24,765.62	
VANDERBILT CLINIC		5,975.00		5,650.00	325.00
TEACHERS COLLEGE Salaries.		182,740.00			182,740.00
EAST RIVER HOMES GIFT For Medical Treatment of Indigent persons in Vanderbilt Clinic		10,000.00			10,000.00

			REIOR	1 0	. 1	11 12	1 1	X L A	5 0 K	L K	3/3
	27,081.14	5,700.00	\$00.00						481 26		\$474,160.69
			22.9I	1,250,00	412.50	10,000,00	I,000.00	670.31 2,838.56 675.00	783.74	618.75 618.75 500.00	\$263,324.56
	4,598.84	1,700.00	3,500.00 I,135.84 I,500.00			500.00	650.00			7,640.00	\$1,459,159.73
	31,679.98	7,400.00	2 C							20.075.57	\$2,196,644.98
			3,500.00 1,158.75 1,500.00 500.00	I,250.00	412.50	500.00	650.00 1,000.00	670.31 2,838.56 675.00	783.74 481.26 412.50	618.75 618.75 500.00 7,640.00	
Miscellaneous	RETIRING ALLOWANCES	WIDOWS' ALLOWANCES	CHAPEL Salaries Chapel Services Emergencies University Choir.	FELLOWSHIPS Adams. Publication Fund	Barnard Brideham	Class of '70.	Drisler. Emmons.	Garth. Gilder. Goldschmidt.	Gottsberger. Industrial Research—Chemical Engineering. Mitchell.		Carried forward

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From Gifts and Receipts for Designated Purposes	\$474,160.69														250.00					400.00	1,358.75	1,000.00		
Departmental From General From Income of Special From Income Punds	\$263,324.56	900	200.23		82.50			175.00	206.25	150.00	247.50	371.25	350.00			,	365.38						02:30	
From General Income	\$2,196,644.98 \$1,459,159.73 \$263,324.56		700.00	700.00	92.50	12,650.00	1,800.00		:	:	95.00	1	:	600,000		3,150.00	5,993.50	350.00	350.00			2 290	207.30	2,088.00
Departmental Totals	\$2,196,644.98								:	:	:								<u>:</u>					
Expenditures		900	700.00	700.00	175.00	12,650.00	1,800.00	175.00	206.25	150.00	342.50	371.25	350.00	600.00	250.00	3,150.00	6,358.88	350.00	350.00	400.00	1,358.75	1,000.00	330.00	2,088.00
	Brought forward.	SCHOLARSHIPS	Alumni Association	Alumni Competitive	Beck	Benefactors	Brooklyn (Couege)	Burgess (Annie P.)	Burgess (Daniel M.)	Butler	Campbell	Class of 1885	Class of '48	Curtis	Dunn	Faculty	Faculty Scholarship Fund	Harper	Hewitt	Jones (John D.)	McClymonds	Marcus Daly	Draidont's Thirogalt.	Professors (Sons of)

					R	E	P	o	R	Т	O	F	,	T I	Н	E	1	F	E	E A	1 5	S U	J	R I	E]	R				375
				35,150.00	325.00					40.00	50.00																			\$512,734.44
10,143.40	206.25		247.50	:	:		150.00					330.00	41.25	310.50	50.00	41.25	50.00	200.16	91.50	50.00	00.00	123.75	11.25	56.79	41.25	165.00	206.25	206.25		\$278,373.54
	8,849.00	1,268.50	102.50		:	4,050.00	2,550.00				:				:	:														
								101,001.28			:				:						:		:					:	2,155.20	\$2,299,801.46
10,143.40	8,849.00	1,268.50	350.00	35,150.00	325.00	4,050.00	2,700.00			40.00	50.00	330.00	41.25	310.50	50.00	41.25	50.00	200.16	91.50	50.00	00.00	123.75	11.25	56.79	41.25	165.00	206.25	206.25		
Pulitzer Scholarship Fund	Pulitzer Scholars.	Society for Promotion of Religion and Learning	Stuart	State	Special	Additional Scholarships	University.		PRIZES AND MEDALS	Accounting Prizes	Alumni Association Prizes	Beck Prize	Bennett Prize Fund	Butler (N. M.) Medal	Convers Prize	Darling Prize	Earle Prize	Einstein Prize.	Elsberg Prize	Green Memorial Prize	Illig Medals	Ordronaux Prize	Philolexian Centennial Washington Prize	Philolexian Prize	Rolker Prize	Toppan Prize	Van Buren Prize	Van Amringe Prize		Carried Forward

H	Expenditures	Departmental Totals	From General Income	Expenditures Departmental From General of Special from From Funds	From Gifts and Receipts forDesignated Purposse
Carried forward.		\$2,299,801.46	\$2,299,801.46 \$1,508,693.48 \$278,373.54	\$278,373.54	\$512,734.44
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS					
Alumni Association Prize	500.00		500.00		
Blumenthal Scholarships.	1,800.00			1,800.00	
Clark Scholarships. Devendorf Fellowship.	268.12			268.12	
Doughty Scholarships	412.50			412.50	
Du Bois Fellowship	820.00			820.00	
Faculty Scholarships	1,000.00		1,000.00		
Harsen Scholarships	1,250.00			1,250.00	
Hartley Scholarship.	250.00			250.00	
Research Fellowships.	2,400.00				2,400.00
Vanderbilt Scholarships	I,000.00		1,000.00		
Additional Scholarships,	4,000.00			4,000.00	
_!		15,478.12			
		\$2,315,279.58	\$1,511,193.48	\$2,315,279.58 \$1,511,193.48 \$288,951.66	\$515,134.44
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EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.			\$197,008.89	\$7,153.48	\$1,575.00
COLLEGE OF PHYSICIANS AND SURGEONS Cleaning Departmental Assistance. Fuel Fuel Furniture and Fixtures. Gas and Electricity. Power House and Janitorial Service. Maintenance of Buildings. Superintendent's Supplies.	732.57 9,549.85 10,84.81 290.59 1,572.47 14,163.41 3,352.58 1,999.97		732.57 9.549.85 10.384.81 290.59 1,272.47 14,163.41 3,352.58 1,909.07		
GYMNASIUM Janitorial Service Equipment Laundry Service Evening Service	1,300.00 3,700.15 1,290.68 749.93	44,163.85	1,300.00 3,700.15 1,290.68 749.93		
UNIVERSITY HALL Fire Loss FURNALD HALL Janitorial Service	199.98	61,763.54	199.98		61,763.54
SUMMER SESSION General Expenses		7,400.00	7,400.00		

_	3,450.06 3,450.06	1,567.52 1,567.52	IO,000.00 IO,000.00	3,999.82 3,999.82	444.64	115.00 115.00	7,482.52	
MAINTENANCE OF SOUTH AND EAST FIELDS	Attendance and Supplies	PUBLIC CEREMONIES	PROPOSED NEW MEDICAL SCHOOL SITE—OPTION	URGENT REPAIRS	REPAIRING AND PAINTING INTERIOR OF AVERY BUILDING	MARBLE PEDESTAL IN KENT HALL	FIRE PROTECTION.	

EXPENSES—LIBRARY

From Gifts and Receipts for Designated Purposes	\$1,000.00	500.85				9.80	61.01	49.19 131.40 22.00		
From Income of Special Funds	\$1,500.00			3,020.33	2,013.06					
Departmental From General Totals	\$47,548.27	1,976.88 15,848.29 4,949.28	7,325.46						2,349.40	1,131.39
Departmental Totals				\$84,545.20		5,742.28			650.91	1,131.39
Expenditures	\$50,048.27	1,976.88 16,349.14 4,949.28	7,325.46	3,020.33	2,013.06	9.80	61.01 377.51	49.19 131.40 22.00		
	Salaries. Administration Reserve Fund	Emergencies Purchase of Books and Serials Building	Special Emergency Fund.	PURCHASES FROM SPECIAL FUNDS Barnard Library Fund. Cotheal Fund.	Currier Fund.	PURCHASES FROM GIFTS, ETC. Chinese Bookbinding Fund	Loeb Fund Low Fund Cow Fig. 1	Communee or ruty Fund. Barnard Library Fund. Alumni Association Gift Columbiana Room.	COLLEGE STUDY.	KENT HALL READING ROOMS Assistance

PHILOSOPHY READING ROOMS Assistance	:	1,360.00	1,360.00			
SCHERMERHORN HALL READING ROOMS Assistance		1,800.00	1,800.00			
APPLIED SCIENCE READING ROOMS Assistance		1,950.00	1,950.00			RI
	2,370.15		2,370.15	1,983.65		EPOR
7 SCHOOL LIBRARY Library Staff	5,300.00	4,505.00	5,300.00			то
Books and Binding	2,882.03		2,552.31	317.37	12.35	F
Purchase of Books in Comparative Jurisprudence.	84.16			89 297	84.16	TH
	00.7041	11,853.97				Е
SCHOOL OF JOURNALISM LIBRARY Library Staff	1,500.00	:		1,500.00		TR
Books and Binding	1,427.15	:		1,414.40	12.75	. 15
Newspapers	470.92			470.92		A S
Wahaari 100H02 Itoliaa		4,000.65				U
	1,900.00	:	1,900.00			RE
Books and Binding	1,611.33		1,611.33	9		E R
	163.24			163.24		
Lee Fund	660.57			660.57		
		5,145.02				
		\$124,883.22	\$103,868.93	\$17,633.17	\$3,381.12	38

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	Departmental From General Totals Income	From Income of Special Funds	From Gifts Receipts for for Designated Purposes
Salaries. Clerk's Office, Sundries. Treasurer's Office, Sundries. Contingent Expenses. Office Rent. Isoth Street Tunnels—Franchises Insurance. \$11,100.13	\$28,852.59 1,066.87 708.85 7,299.87 1,500.00 557.00		\$26,352.59 1,066.87 708.85 7,299.87 1,500.00		\$2,500.00
Taxes: President's House (413 West 117th Street) 390-15	20,778.80	20,778.80	20,778.80		
Bureau of Purchases	3,908.30 3,900.00 840.00 124.22	\$69,536.50	3,908.30 3,900.00 840.00 124.22		
		\$69,536.50	\$67,036.50		\$2,500.00

EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	Departmental From General Income	From Income of Special Funds	From Income and Reccipts of Special for Designated Funds Purposes
John W. Burgess Fund	\$4,000.00	\$4,000.00		\$4,000.00	
Edward R. Carpentier Fund	3,675.00	3,675.00		3,675.00	
James S. Carpentier Fund	4,000.00	4,000.00		4,000.00	
W. Bayard Cutting, Jr., Fellowship Fund	00.009	00.009		00.009	
Dean Lung Fund	4,000.00	4,000.00		4,000.00	
Fine Arts Endowment Fund	10,000.00	00,000,01		10,000.00	
Furnald Hall Fund.	17,500.00	17,500.00	\$17,500.00		
Seidl Fund	480.00	480.00		480.00	
Waring Fund	4,000.00			4,000.00	
		\$48,255.00			
		\$48,255.00	\$48,255.00 \$17,500.00 \$30,755.00	\$30,755.00	

INTEREST ACCOUNT

INTEREST PAID: On Corporate Debt. On Columbia University Notes. On Loubat Annuity Mortgage. On Medical School New Site. On Uninvested Special Funds used for General Purposes.	\$120,150.00 4,083.33 20,160.00 11,250.00 4,781.25
	\$160,424.58
DEDUCT INTEREST APPORTIONED, AS FOLLOWS: Gaillard-Loubat Library Endowment Fund\$24,448.89 George Crocker Research Building	25,909.41
Tigotha Titoland Building	\$134,515.17



BALANCE SHEET, JUNE 30, 1916

ASSETS

Cash at Banks, etc.:	
Special Funds \$ 49,910.47	
Designated Funds	
	\$54,233.54
Arrears of Rent. (See page 37)	29,706.95
Loans to Students	25,700,24
Insurance in Advance	12,235.17
Advances against future appropriations, etc., etc	66,478,12
Overdrafts on Income of Special Funds. (See page 42)	06,545,66
Material and Supplies—Chemistry Department	22,431.83
Expenses re Leases, etc., in Suspense	37,027.73
Securities owned for Account of General and Special Funds. (See page	3/102/.73
69)	12,022,309.29
Certificate of Deposit—Loubat Prize Fund	4,000.00
University Land, Buildings and Equipment-Morningside. (See page	
73)	14,886,476.96
Stadium—Hudson River, Morningside	1,203.00
College of Physicians and Surgeons	925,742.91
Camp Columbia, Morris, Connecticut	39,765.27
Rents, 503-511 Broadway in hands of H. S. Ely & Co	1,449.53
Rental Properties:	7,11
Upper and Lower Estates, New York City. (1916	
Tax Valuations)\$19,740,500.00	
Other Property, New York City	
——————————————————————————————————————	20,776,893,25
Redemption Fund:	2-1//-1-501-0
Investments\$599,782.50	
Cash	
	600,000.00
	\$49,602,199.45

BALANCE SHEET, JUNE 30, 1916

FUNDS AND LIABILITIES

Special Funds—Principal. (See page 96)	\$10,571,297.63 190,465.61 108,997.63
(See page 98)	7,938,246.06
Funds for Loans to Students.	28,360.36
General and Special Funds—Accounts payable, etc	36,467.75
Fees received in advance, Deposits, etc	33,624.34
Mortgages on New York Property	608.000.00
Columbia College 4% Mortgage Bonds	3,000,000,00
Capital Account:	3,000,000,00
Estate Summary\$21,110,164.51	
Real Estate Sales Account	
	\$26,996,740.07

\$49,602,199.45



ARREARS OF RENT, JUNE 30, 1916

Arrears of Rent, 1911–1912	\$362.50 362.50	
Arrears of Rent, 1912–1913	1,725.00	
Arrears of Rent, 1913-1914	10,305.22	\$* 0*# #Q
Arrears of Rent, 1914–1915	33,830.95 26,740.47	\$1,915.72
Rents Receivable from Upper and Lower Estates, 1915–1916	672,546.45 651,845.70	7,090.48
Total Arrears, June 30, 1916.		*\$29,706.95
200-200a Barclay Street and Park Place, 6 months' rent to May 201-201a Barclay Street and Park Place, 6 months' rent to May 65 West 48th Street, 18 months' rent to May 1, 1916 (balance). 68 West 49th Street, 1 month's rent to May 1, 1916	1, 1916	\$1,300.00 1,250.00 2,013.67 143.75 2,660.00 914.50 3,552.00 1,277.50 620.00 4,187.50 1,251.50 905.50 5,724.00 1,921.03 1,028.00
		*\$29,706.95
*This amount has been reduced since June 30th to		\$14,267.23

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING JUNE 30, 1915

	Debit Balances, June 30,	Credit Balances, June 30,	Received 1915-1916	Total Credits	Expended 1915–1916	Debit Balances, June 30,	Credit Balances, June 30, 1916
A. J. com. D. co. J.		£ 202 08	\$2 TOO OO	\$4 605 15	80 101 78		€0 422 24
Adams Fund		44,545.43	20.00.00	64,043.13	01.191.19		10.001.4
Aldrich Scholarship Fund			200.25	200.25	200.25		
Anonymous Fund for Church and Choral Music	\$7,978.51		804.38	Dr. 7,174.13	2,000.00	\$12,174.13	
Art Professorship Fund		:	480.60	480.60			480.60
Avery Architectural Library Fund		292.46	2,037.50	2,329.96	1,983.65	:	346.31
Barnard Fellowship Fund		109.98	412.50	522.48	412.50	:	109.98
Barnard Library Fund		712.35	2,454.45)	2 826 26	(1) 2 060 22		20 944
Barnard (Margaret) Fund		:	669.56	3,000.00	3,000.33		60.077
Beck Prize Fund		80.03	330.00	410.03	330.00		80.03
Beck Scholarship Fund		:	82.50	82.50	82.50		
Beer Lecture Fund		2,844.50	440.10	3,284.60			3,284.60
Bennett Prize Fund		4.75	41.25	46.00	41.25		4.75
Bergh Fund		5,413.11	4,147.53	9,560.64	2,867.80		6,692.84
Blumenthal Endowment Fund		2,586.66	5,473.33	8,059.99	(2) 8,263.60	203.61	
Bridgham Fellowship Fund		199.33	825.00	1,024.33	825.00		199.33
Bunner Prize Fund		130.50	41.25	171.75			171.75
Burgess (Annie P.) Fund			2,613.81	2,613.81	(4) 2,613.81		
Burgess (Annie P.) Scholarship Fund		6.25	206.25	212.50	175.00		37.50
Burgess (Daniel M.) Scholarship Fund		125.00	206.25	331.25	206.25		125.00
Burgess (John W.) Fund	1.20		4,000.00	3,998.80	(5) 4,022.22	23.42	
Butler Scholarship Fund		327.77	206.25	534.02	300.00		234.02
Butler (N. M.) Medal Fund	50.47	:	123.75	73.28	310.50	237.22	
Campbell Scholarship Fund			247.50	247.50	247.50		
Carpentier (E. R.) Fund	2,704.31	:	10,312.50	7,608.19	11,675.00	4,066.81	

																																-
52,011.94	213.50	1,032.50	87.25		29.94	146.93	22.35	57.45	24.46	2,170.68	82.50		50.00	620.97	26,578.63	6.83	691.54	993.87	136.71	5,002.25		118.95	23.50	1,116.22		315.73	299.06	54.68	124.81	100.25		\$107,089.61
				22.91								12.44													:	:					3.00	\$16,743.54
11,146.68	6,500.00			22.91	350.00	371.25		227.73			:	587.14	50.00	454.60	(6)64,005.44	87.76	2,013.06			IO,000.00	00,000	3,400.00	41.25	00,500,00	(7) 636.56	406.42	800.00	50.00	4,650.00	200.16	91.50	\$161,007.40
63,158.62	6,713.50	1,032.50	87.25		379.94	518.18	22.35	285.18	24.46	2,170.68	82.50	574.70	100.00	1,075.57	90,584.07	94.59	2,704.60	993.87	136.71	15,002.25	00.009	3,518.95	64.75	10,616.22	636.56	722.15	90.660,1	104.68	4,774.81	300.41	88.50	
12,662.08	7,344.42	249.85	41.25	41.25	412.50	412.50	20.63	57.45	24.46	536.25	41.25	574.70	50.00	00.099	65,590.57	70.15	2,062.50	412.50	53.63	8,000.00	00.009	3,571.29	41.25	9,281.25	636.56	412.50	412.50	51.56	4,125.00	200.17	00.00	\$157,202.53
50,496.54		782.65	46.00			105.68	1.72	227.73		1,634.43	41.25		50.00	415.57	24,993.50	24.44	642.10	581.37	83.08	7,002.25			23.50	I,334.97		309.65	686.56	53.12	649.81	100.24		\$105,644.00 \$157,202.53
	630.92			41.25	32.56																	52.34									I.50	\$11,493.06
Sarpentier (J. S.) Fund	Center Fund	Chandler (Charles F.) Fund	Chanler Prize Fund	Chapel Music Fund	Class of 1848 Scholarship Fund	Class of 1885, Mines, Fund	Class of 1889, Medal Fund	Class of 1901, Decennial Fund	Class of 1905 Fund	Columbia Fellowship Fund	Columbia Hudson-Fulton Prize Fund	Columbia University Football Ass. Fund	Convers Prize Fund	Cotheal Fund	Crocker Research Fund	Crosby Collection of Lantern Slides Fund	Currier Fund	Curtis Fellowship Fund	Curtis Medals Fund	Cutting Fund	Cutting, Jr., Fellowship Fund	DaCosta Professorship Fund	Darling Prize Fund	Dean Lung Fund	Deutsches Haus Endowment Fund	Drisler Classical Fund	Dyckman Fund	Earle Prize Fund	Eaton Professorship Fund	Einstein Fund	Elsberg Fund	Carried forward

	Debit Balances, June 30,	Credit Balances, June 30,	Received 1915-1916	Total Credits	Expended 1915-1916	Debit Balances, June 30, 1916	Credit, Balances, June 30, 1916
Brought forward	\$11,493.06	\$105,644.00 \$157,202.53	\$157,202.53		\$161,007.40	\$16,743.54	\$107,089.61
Emmons Memorial Fund		1,134.28	574.33	1,708.61	1,000.00		708.61
Fine Arts Endowment Fund			10,000,00	10,000.00	10,000.00		
Garth Fund		88.35	670.31	758.66	670.31		88.35
Gebhard Fund		519.96	825.00	1,344.96	1,319.96		25.00
German Lecture Fund		219.36	41.25	260.61	37.41		223.20
Gilder Fund		625.43	1,963.56	2,588.99	2,838.56	249.57	: : : : : : : : : : : : : : : : : : : :
Goldschmidt Fellowship Fund		130.25	670.31	800.56	675.00		125.56
Gottheil Lectureship Fund		328.30	412.50	740.80	500.00		240.80
Gottsberger Fellowship Fund		117.12	391.87	508.99	783.74	274.75	
Green Prize Fund			50.00	20.00	50.00		
Hall Scholarship Fund		294.81	592.48	887.29			887.29
Harriman Fund	609.40		5,103.13	4,493.73	5,000.00	506.27	
Howe Legacy	26.00			Dr. 26.00		26.00	
Illig Fund		156.49	82.50	238.99	90.00		148.99
Indo-Iranian Fund			675.00	675.00	675.00		
James Fund			4,125.00	4,125.00	4,125.00		
Kennedy Endowment Fund			4,014.01	4,014.01	(8) 4,014.01		
Langeloth Fund			162.71	162.71			162.71
Law Library Fund		100.83	216.56	317.39	317.37		.02
Loubat Fund		:	288.75	288.75	(9) 288.75		:
Loubat Professorship Fund		1,137.53	4,125.00	5,262.53	6,023.44	16.097	: : : : : : : : : : : : : : : : : : : :
Maison Française Endowment Fund			206.25	206.25	(10) 206.25		
Manners Fund		115.87	117.88	233.75			233.75
Mathematical Prize Fund		289.86	206.25	496.11	206.25		289.86
McKim Fellowship Fund		1,029.56	825.00	1,854.56			1,854.56
Member of Class of '85 Fund		20.71	43.31	64.02			64.02
Mitchell Fellowship Fund		6.98	412.50	419.48	412.50		6.98

860.14		18.33		1,411.59	3,566.60	219.25	I9.43		622.47	52.52			1.25	3,475.39		3,041.72	37.31	497.48	247.25		267.83	86.25		3.19	333.36	648.00	51.51		372.34	538.25	\$128,520.77
	51.00							38,609.45			36,678.51	1,363.16																			\$95,263.16
82.50		123.75	(11) 2,855.45		1,557.51	11.25	56.79	(15) 22,619.07	618.75	4,000.00	(16)55,297.47	10,143.40	41.25		206.25	2,933.28	618.75		254.29	480.00	(12) 910.79	850.00	247.50	165.00	200.00		206.25	2,000.00	2,000.00	(13) 42.50	\$309,062.75
82.50 860.14	Dr. 51.00	142.08	2,855.45	1,411.59	5,124.11	230.50	76.22	Dr.15,990.38	1,241.22	4,052.52	18,618.96	8,780.24	42.50	3,475.39	206.25	5,975.00	656.06	497.48	501.54	480.00	1,178.62	936.25	247.50	168.19	833.36	648.00	257.76	2,000.00	2,372.34	580.75	
82.50		123.75	956.09	235. I3	2,083.13	50.00	56.79	10,762.13	618.75	4,125.00	53,894.55	7,247.41	41.25	2,062.50	206.25	4,125.00	618.75	412.50	412.50	480.00	441.86	825.00	247.50	165.00	\$00.00	648.00	206.25	2,000.00	2,000.00	580.75	\$290,515.71
550.76		18.33	1,899.36	1,176.46	3,040.98	180.50	I9.43		622.47			1,532.83	1.25	1,412.89		1,850.00	37.31	84.98	89.04		136.76	111.25		3.19	333.36		51.51		372.34		\$126,084.69
	51.00							26,752.51		72.48	35,275.59											: : : : : : : : : : : : : : : : : : : :									\$74,280.04
Moffatt Scholarship Fund	Denhym Fund	Ordronaux Prize Fund	ell Legacy	erkins Fellowship Fund	eters, Jr., Engineering Fund	'hilolexian Centennial Washington Prize Fund	hilolexian Prize Fund	hoenix Legacy	Proudfit (A. M.) Fellowship Fund	sychology Fund	bulitzer Fund for Journalism	bulitzer Scholarship Fund	Rolker, Jr., Prize Fund	Roosevelt Professorship Fund	Schermerhorn Scholarship Fund	Schiff Endowment Fund	Schiff Fellowship Fund	Schurz Fellowship Fund	Schurz Library Fund	seidl Fund	Shoemaker Fund	Stokes Prize Fund	Stuart Scholarship Fund	Foppan Prize Fund	Trow-bridge Fund	Fyndall Fund	an Amringe Fund	Varing Fund (Mrs. Waring)	Waring Fund (Miss Waring)	Wheeler Scholarship Fund	Carried forward

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Credit Balances, June 30, 1916	\$128,520.77	46,061.77	612.15		158.69	200.00		3,965.00	297.92	1,222,49		66.50	42.02	39.64	139.50	3,142.50	151.71	12.33	59.59	847.31	334.50		3,794.81		796.35	\$190,465.61
Debit Balances, June 30, 1916	\$95,263.16										950.00											332.50				\$96,545.66
Expended 1915-1916	\$309,062.75			2,650.00				5,800.00		(3) 6,663.24	4,000.00	577.50		268.12	412.50	820.00	1,250.00	(14) 250.00	1,860.00	810.48	660.57	410.00	1,200.00	24,765.62		\$364,460.78
Total Credits		45,751.77	612.15	5,650.00	158.69	200.00		00.294.6	297.92	7,885.73	3,050.00	00'4790	42.02	307.76	552.06	3,962.50	1,401.71	262.33	1,919.59	1,657.79	995.07	77.50	4,994.8I	24,765.62	796.35	
Received 1915–1916	\$290,515.71	5,993.54	78.37	5,650.00	158.69	200.00		4,800.00	297.92	1,327.77	4,125.00	577.50	41.25	1,268.13	1,412.50	1,900.00	283.46	250.00	1 918.87	031.25	825.00	412.50	618.75	24,765.62	96.43	\$346,548.26
Credit Balances, June 30,	\$126,084.69 \$290,515.71	40,068.23	533.78				٠	4,965.00		6,557.96		66.50	77.	39.63	139.56	3,062.50	118.25	12.33	.72	626.54	170.07		4,376.06		699.92	\$75,690.04 \$187,522.51 \$346,548.26
Debit Balances, June 30,	\$74,280.04										1,075.00											335.00	-			\$75,690.04
	Brought forward.	Special Investments Account Unassigned Income	Stevens Prize Fund	Vanderbilt Clinic Endowment Fund	Van Praag Fund	Wheelock Fund	SCHOOL OF MEDICINE	Blumenthal, Jr., Fund	Bondy Fund	Bull Memorial Fund	Carpentier (R. S.) Fund	Clark Scholarship Fund	Cock Prize Fund	Devendorf Scholarship Fund	Doughty Scholarship Fund	DuBois Memorial Fund	Harsen Fund	Hartley Scholarship Fund	facobi Ward Fund	laneway Library Fund	Lee Fund	Miller Fund	Proudfit (M. M.) Scholarship Fund	Sloane Hospital for Women Fund	Smith Prize Fund	

1 I I I I I I I I I I I I I I I I I I I	\$344,493.31	68.50	m ~ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
\$ 40.00 41.67 4.000.00 2,613.81 22.22 5,000.636.56 4,014.01 288.75 2,855.45 2,855.45 2,855.45			177.93 160.17 1,200.00 4,963.29 480.00 600.00 1,500.00 136.20 1,500.00 1,700.00 1,750.00 1,750.00
(1) Transferred to Barnard Medal Account. (2) Transferred to Principal of Blumenthal Endowment Fund. (3) Transferred to Principal of Blumenthal Endowment Fund. (4) Transferred to Harriman Giff for Surgical Research. (5) Charged off to Premium Account J. W. Burgess Fund (Balance Sheet). (6) Charged off to Premium Account Building. (7) Transferred to Deutsches Haus: Maintenance. (8) Charged to Premium Account Kennedy Fund (Balance Sheet). (5) Charged to Premium Account Rennedy Fund (Balance Sheet). (5) Transferred to Loubat Prizes. (9) Transferred to Maison Française Maintenance. (10) Transferred to President's Emergency Fund. (11) Transferred to Principal of John Visscher Wheeler Scholarship Fund.	Payments from Income of Special Funds	(14) Includes Anonymous Gift for Hartley Scholarship	Astronomy: Departmental. Astronomy: Departmental. Astronomy: Departmental. Astronomy: Observatory for Apparatus. Botany: Departmental. Chemical Engineering: Equipment and Supplies. Civil Engineering: Departmental. Electrical Engineering: Departmental. Electrical Engineering: Departmental. Mechanical Engineering: Departmental. Mineralogy: Departmental. Mineralogy: Departmental. Mining: Departmental. Mining: Departmental. Mining: Departmental. Metallurgy: Special Fund. Physics: Laboratory Holper. Physics: Laboratory Holper.

8 0 0 0 0 22,619.07	8 8 8 8 9 9 9 8 8 8 8 9 9 9 8 8 8 9	-
382.78 239.80 1,628.90 2,700.00 500.00	1,400.00 49.98 500.00 800.00 1,000.00 1,000.00 34,601.66 200.00 305.38 999.98 7,153.48 1,500.00 1,144.44 474.44	
Physics: New Equipment Physics: Apparatus. Physics: Equipment of laboratory for measurement of heat and light Zoölogy: Departmental Zoölogy: Marine Table Woods Hole. Zoölogy: Additional Equipment	Educational Administration: Salaries Educational Administration: Salaries Educational Administration: Bureau of Supplies, Library, Incidentals. Educational Administration: Bureau of Supplies, Library, Incidentals. Educational Administration: Printing. Educational Administration: Printing. Educational Administration: Printing. Educational Salaries. Germanic Languages: Salaries History, Salaries. Law School: Salaries School of Journalism: Salaries. School of Journalism: Equipment School of Journalism: Equipment School of Journalism: Papulity Scholarships. School of Journalism: Laboratory Costs. Buildings and Grounds: School of Journalism: School of Journalism: Sokal Library: Journalism: Shaff Library: Journalism: Soks and Bindings. Library: Journalism: Rowkspapers Library: Journalism: Requipment.	

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1916

Credit Balances, June 30, 1916	12.00	223.65	5.95	00.00		I,470.84 IO.22	142.76	4,469.90 677.86
Expended by Transfer 1915-1916								
Expended 1915-1916	13,250.00 334 SI	5,619.09	51.50 327.00	151.50	1,750.00	3,089.28	2,878.90	1,000.00 259.88 650.00
Total Credits	(2) (3) 13,250.00 334.51	5,619.09 249.05	57.45 932.85	157.50	1,750.00	4,560.12	3,02r.66	5.469.90 937.74 650.00
Received by Transfer 1915-1916		(8) 5,469.26				(12) 636.56	(11) 206.25	\$6,312.07
Received 1915-1916	334.51		00.009	250.00	875.00	3,200.00	50.00	600.00 650.00 \$6,571.51
Credit Balances, June 30, 1915		149.83	57.45 332.85	I57.50	875.00	723.56	2,765.41	4,859.90 937.74 11,263.47
ACCOUNTS	EDUCATIONAL ADMINISTRATION: Salaries. Lectures. Sexennial Catalogue.	President's Emergency Fund President's Special Account	Special Assistance in Earl Hall	State Aid to Deaf Pupils Anonymous Gift for Resident Academic Advisor, Hartley Hall	EXCHANGE PROFESSORS: Queen Wilhelmina Lectureship	DEUTSCHES HAUS: Maintenance Emil Boas Library.	MAISON FRANCAISE: Maintenance, including Taxes	Departmental: Agriculture: Agricultural Education Fund. Agriculture: Greenhouse. Anthropology: Assistance. Carried forward.

Credit Balances, June 30, 1916	\$7,737.53		1,463.87	1,000.00	311.25	4,028.77	,	38.77								011.93	0. 07-	108.49	26 97 10	4,100.44	(10)	···· (er)	366.70		31.05
Expended by Transfer 1915-1916																									
Expended 1915-1916	\$29,659.52	1,000.00	660.63			138.44			8,000.00		200.00	200.00	1,000.00	5,500.00					71	5,031.70	•	0,000,00	2,648.66		1,097.57
Total Credits		(2) I,000.00	2,124.50	I,000.00	311.25	4,167.21			(2) 8,000.00		200.00	200.00	(3) I,000.00	(2) 5,500.00	,	611.93		108.49		30,000,00		00.000,0	3,015.36		1,128.62
Received by Transfer 1915–1916	\$6,312.07		:							_	:			(2)											
Received 1915-1916	\$6,571.51		2,000.00	1,000.00		11.00					200.00	200.00				13.72						00.000,9	1,972.07		
Credit Balances, June 30,	\$11,263.47		124.50		311.25	4,068,10		38.77								598.21	ţ	168.49		30,000.00			1,043.29		1,128.62
ACCOUNTS	Brought forward	Anthropology: Salaries	Anthropology: Kesearch on the Indians of British Columbia	and Art	Architecture: Atelier Fund	Astronomy: Catherine Wolfe Bruce	Astronomy: Publication of Work on	Variation of Latitude	Botany: Salaries	Chapel: Anonymous Gift for University	Choir	Chemical Engineering Equipment	Chemistry: Food Chemistry: Salaries	Chemistry: Barnard: Salaries	Chemistry: Electro-Chemical Labora-	tory Equipment Fund	Chemistry: Industrial Research Labora-	tory Fund	Chemistry: Laboratory in Havemeyer	Hall: Anonymous Gift	Civil Engineering: Instruction in High-	way Engineering	Civil Engineering: Testing Laboratory.	Civil Engineering: Camp Columbia:	Special Expenses

						0,,
(14)			38.65	206.25		Dr. 1,100.00 823.58
	(1) 600.000					\$600.00
11,950.00 11,387.50 1,500.00	18,750.00 3,900.00 8,400.00	2.75	500.00	4.223.46	703.83	200.000 823.58 2.31 2.31 \$146,058.18
(*) 11,950.00 (*)(*) 11,387.50 1,500.00	(2) 18,750.00 (2) 3,900.00 (3) 9,000.00	32.55 78.32 7.65 (³) 12,600.00	38.65 500.00 75.00 (*) 8,600.00	206.25	I,593.00 I,102.99 409.67	200.00
						\$6,312.07
1,500.00	000.000		\$00.00 \$00.00	206.25		\$22,974.15
		32.55 78.32 7.65	38.65	5,280.15	1,102.99	805.09 2.31 \$56,582.85
Classical Philology: Barnard: Salaries Economics: Salaries	Salaries. Geology: Salaries. Germanic Languages: Salaries. Germanic Inanuaes: Collectate Ger	man Study Fund. Germanic Languages: Equipment Fund Germanic Languages: Schiller Fund History: Salaries.	History: Special Equipment Indo-Iranian Languages: Salaries Law School: Class of 1914, Law. for Medical Aid to Law Students Mathematics: Salaries	of I	Mechanical Engineering: Gift and Sale of Shop Equipment	Mining and Metallurgy: Anonymous Gift for Special Lectures

Credit Balances, June 30, 1916	\$43.548.39	36.93	2,499.49	145.82						7,500.81		250.00	9	1.000 00	4,000.00		250.00
Expended by Transfer 1915-1916	\$600.00			:				<u>:</u>						:		:	
Expended 1915-1916	\$146,058.18	349.71	1,348.24	1,854.18	49.77	688.20	1,248.65	4,700.00	800.00	17,096.26	10,000.00	:				300.00	00.000,6
Total Credits		386.64 (2)(3) 13,000.00 500.00	3,847.73	2,000.00	49.77	688.20	1,248.65	4	(3) 800.00	24,597.07	(2)(8) IO,000.00	250.00	9	40.00	4,000.00	300.00	250.00
Received by Transfer 1915-1916	\$6,312.07						:					:		:			©
Received 1915–1916	\$22,974.15	2,900.00		2,000.00		500.00	1,000.00			16,800.00			:	40.00	7,000	300.00	250.00
Credit Balances, June 30,	\$56,582.85	386.64 1,000.00	3,847.73		49.77	188.20	248.65			7.797.07		250.00			7,000,00		
ACCOUNTS	Brought forward	Mining: Roxbury Mine	Physics: Experimental: Adams Precision Laboratory	ley Research Laboratory	Physics: Experimental: Apparatus and Equipment, including Mechanic	Physics: Experimental: Equipment (Helen Hartley Jenkins Gift)	Physics: Wireless Station: Equipment	Physics: Barnard: Salaries	Public Law and Jurisprudence: Salaries	tive Draughting Research Fund	Romance Languages: Salaries	Romance Languages: Support of Journal of Romanic Philology	Romance Languages: Appropriation for	Lectures	Social Science: Humane Education	Summer Session: Instruction in Russian	Summer Session; American Association for International Conciliation Gift Zoölogy: Salaries

\$00.00	26.60		10.		Dr. 744.31	2,299.85	483.50	:		66.65	20.18		750.00	1.93	383.26					\$63,561.16
																				\$600.00
	600.00	2,300.00		282.29	844.31			400,00				4,799.98			118.34	2,428.34	00 025	I,000,00	8,958.35	\$230,274.80
500.00	600.00	2,300.00	10.	282.29	100.00	2,299.85	483.50	400.00		66.65	20.18	(4) 4,799.98	750.00	I.93	501.60	2,428.34		I,000.00	(4) 8,958.35	
					:					:		:			:				:::::::::::::::::::::::::::::::::::::::	\$6,312.07
	000.009	2,300.00		282.29	100.00	51.58	:	400.00					750.00			2.428.34	540.00	I,000.00	:	\$56,726.36
\$00.00	26.60		10.			2,248.27	483.50			66.65	20.18			1.93	201.60					\$79,201.70
Zoòlogy: Naples Zoòlogical Station Zoòlogy: Special Equipment	EXTENSION TEACHING: Choral Music Printing of Syllabus	Instruction in Practical Penal Problems COLLEGE OF PHYSICIANS AND SURGEONS:	Anatomy: Fire Loss: Departmental Bacteriology: Departmental Appropria-	Biological Chemistry: Salaries	Biological Chemistry: Departmental Appropriation and Equipment Biological Chemistry: Biochemical Re-	search Fund	Biological Chemistry: Special Printing.	Clinical Instruction: Salaries	Hydrotherapeutics Department in	Vanderbilt Clinic	Laboratory of Pharmacology	Pathology: Salaries	Pathology: Salaries, Bellevue Hospital.	Pathology: Supplies in Embryology	Pathology: Fire Loss	Pharmacology: Salaries	Flarmacology: Departmental Appro-	Physiology: Salaries	Practice of Medicine: Salaries	Carried forward

Credit Balances, June 30, 1916	\$63,561.16	8.98	754.02	6,500.02	,	:	:		1,518.74		16.25	:	:		2.400.00	50.00	300.00
Expended by Transfer 1915–1916	\$600.00							:									
Expended 1915–1916	\$230,274.80	7,850.00	7,208.51	1,499.98	10,000.00	182,740.00	27,081.14	5,700.00	481.26	400.00	1,358.75	1,000.00	35,150.00	90	2 400 00	575.00	
Total Credits		8.98	7,962.53	8,000.00	10,000.00	(3) 182,740.00	7,081.14	00.007,8 (2.000.00	400.00	1,375.00	1,000.00	35,150.00	9	40.00	625.00	300.00
ived /	\$6,312.07	<u> </u>		4,000.00		<u>s</u>)	(g)	(g)			:	:	:		:		
Received by Transfer 1915–1916	\$6,3			4,0													
Received 1915-1916	\$56,726.36		5,000.00	4,000.00	10,000.00				000 000	200.00	1,300.00	1,000.00	35,150.00	9	40.00	325.00	300.00
Credit Balances, June 30,	\$79,201.70	8.98	2,962.53							200.00	75.00					300.00	,
ACCOUNTS	Brought forward	Practice of Medicine: Metabolism Clinic; Equipment.	Surgery: Anonymous Fund for Surgical Research	Research	Clinic	TEACHERS COLLEGE: Salaries	RETIRING ALLOWANCES	Widows' Allowances	FELLOWSHIPS, SCHOLARSHIPS AND PRIZES: Industrial Research Fellowship, Chem-	Jones Scholarship.	McClymonds Scholarship	Marcus Daly Scholarship	New York State Scholarships	New York State Society of Certified	Property Followsking in Medicine	Special Scholarships in Medicine	Special University Scholarship in History

(%)	230.55 91.50	84.00	4	356.84 356.84 264.53 51.80 575.82 467.22 304.47	\$83,718.95
40.00				8	\$640.00
50.00	1,500.00	115.00	. 75.00 (9)69,246.06	1,000.00 500.85 131.40 9.80 49.19 12.75 12.75 61.01	\$587,225.36
1,200.00 50.00 40.00 4.583.05	(2)(3) 1,500.00 230.55 91.50	84.00	75.00		\$587,225.36
(a) 40.00 (7) 288.75					\$10,640.82
50.00		115.00	75.00	500.85 131.40 12.75 175.00 250.00 12.35	\$120,562.47
1,200.00	230.55	84.00	69,246.06		\$162,314.05
Special Scholarships for Chinese Students. Alumni Association Prize. Barnard Medal. Loubat Prizes.	Bulldings and Grounds: Salaries Assay Laboratory — Removal from Havemeyer Hall Schemerhorn Pedestal: Resetting Class of rore I aw Gift, Markle Dadas.	tal. Kent Hall Bookcases in Residence Halls Class of 1888, School of Mines, Gift for	Fire Loss, West 115th Street and Hudson River. University Hall: Fire Loss.	Salaries. Salaries. Salaries. Purchase of Books and Scrials. Barnard Books and Bindings. Chinese Book-binding Fund. Committee of Fifty Fund. Crane (Chas. R.) Fund. Journalism: Books and Binding. Lewisohn Dissertation Fund. Loeb (James) Fund. Low (William G.) Fund. Law Library: Books and Bindings.	Carried forward

ACCOUNTS	Credit Balances, June 30, 1915	Received 1915-1916	Received by Transfer 1915-1916	Total Credits	Expended 1915-1916	Expended by Transfer 1915-1916	Credit Balances, June 30,
Brought forward	\$162,314.05	\$120,562.47	\$10,640.82		\$587,225.36	\$640.00	\$83,718.95
Books on Comparative Jurisprudence.	4,995.66			4,995.66	1,120.10		3,875.56
Room in University Library		100.00		100.00	22.00		78.00
BUSINESS ADMINISTRATION: Salaries		:		(2) 2,500.00	2,500.00		
Anonymous Gift for Option on Proposed New Medical School Site		10,000.00			10,000.00		
ANONYMOUS GIFT FOR CURRENT NEEDS	21,394.34	66.44		21,460.78		(15) 3,200.61	18,260.17
BARNARD COLLEGE: Salaries		1374,50.00		137,450.00	(2)		(10) Dr. 437. 50
CARNEGIE FOUNDATION GRANTS		32,781.14		32,781.14	(6)		
HARKNESS FUND		19,770.83		19,770.83	(S)		(19)Dr.1,837.50
Webber (John) Gift	:	1,000.00		1,000.00			I,000.00
TEACHERS COLLEGE: Salaries		188,290.00		188,290.00	(9)		
GIFT FOR INSTRUCTION CONCERNING LATIN	000			6	0		
VAN PRAAG GIET FOR CANCER BESEARCH	00.000 00			430.00	230.00	00 000 1 (11)	
CRANE GIFT FOR LECTURES IN SUMMER						20,000,00	:
Session	00.009	200.00		800.00	00.009		200.00
FLAGLER GIFT FOR UNIVERSITY ORCHESTRA		150.00		150.00	150.00		
	\$194,658.85	\$510,370.88	\$10,640.82		\$601,951.62	\$8,840.61	\$104,878.32

\$100,290.00	182,740.00	Teachers College
	500.00	Buildings and Grounds
	500,00	Biological Chemistry
	1,000.00	Romance Languages
	1,500.00	Philosophy and Psychology
	800.00	Economics
	1,000.00	Food Chemistry
	\$250.00	Credited to following Departments: Educational Administration.
		(3) Salaries, account Teachers College:
\$137,887.50	2,500.00	Business Administration
	1,000.00	Library
	1,000.00	Buildings and Grounds
	00.000,6	Zoölogy
	00'000'6	Romance Languages
	800.00	Public Law and Jurisprudence
	4,700.00	Physics
	7,600.00	Philosophy and Psychology
	8,600.00	Mathematics
	12,600.00	History
	8,400.00	Germanic Languages
	3,900.00	Geology
	18,750.00	English
	10,587.50	Economics
	11,950.00	Classical Philology
	5,500.00	Chemistry at Barnard
	8,000.00	Botany
	1,000.00	Anthropology
	\$13,000.00	Educational Administration
		Salaries of Barnard College: Credited to following Departments:
\$600.00		Capital Account. (See page 99)
		(1) Includes receipt in 1915-1916 for salary paid in 1914-1915 and transferred to

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8,958.35 7,850.00 \$21,608.33	7,081.14 5,700.00 \$32,781.14	\$40.00 288.75 2.855.45 2,613.81 4,167.84 7,595.70 7,482.52 \$69,246.06
\$4,799.98 8,958.35 7,850.00	\$27,081.14	\$44.167.84 17,595.70 7,482.52
Pathology. Practice of Medicine. Surgery.	(*) Carnegie Endowment: Credited to following Departments: Retiring Allowances. \$27,081.14 Widows' Allowances. 5,700.00	(*) Transferred from Income of Barnard Library Fund. (*) Transferred from Income of Loubat Prize Fund. (*) Transferred from Income of Mary B. Pell Legacy. Transferred from Income of Annie P. Burgess Fund. (*) Includes: Expenditure for University Hall Construction. Expenditure for University Hall Fire Loss.

	(11) Transferred from Income of Maison Française Endowment Fund	(12) Transferred from Income of Deutsches Haus Endowment Fund
	come of Maison Fran	come of Deutsches H
(10) Received 1916-1917.	Transferred from In-	Transferred from In-
(3)	$\widehat{\mathbb{E}}$	(12)

\$206.25

\$4,498.98	%5,100.00 4,090.60 9,190.60	\$13,689.58
(18) Civil Engineering: Instruction in Highway Engineering: Overdraft 1914-1915	Payments: Civil Engineering: Salaries. Civil Engineering: For Instruction in Highway Engineering. 4,090.60	Gifts

\$7,689.58

Overdraft 1915-1916 carried in Balance Sheet......

	\$442.21	1,596.82	
(14) Electrical Engineering: Meter Tests: Payments as follows:	Overdraft June 30, 1915	Salaries and Expenses	

\$2,039.03

16.25 \$3,200.61 40.00 \$56.25 Less transfer from Barnard Library Fund..... Overdraft carried in Balance Sheet, 1915-1916..... (Overdraft of \$539.03 carried in Balance Sheet.)

(1) Transferred to Special Funds.

SECURITIES OWNED FOR ACCOUNT OF SPECIAL AND GENERAL FUNDS

At June 30, 1916			\$46,125.00	10,000.00	0,000.00		98,500.00	10,000.00	18,600.00	4.574.00	200,000.00	17,940.32	20,000.00		14,700.00
Decreases 1915-1916		•	:		:									\$49,625.00	
Increases 1915-1916			\$46,125.00				98,500.00		18,600.00						
At June 30, 1915					:										14,700.00
At June				\$10,000.00	00.000,0			10,000.00		4,574.00	200,000.00	17,940.32	20,000.00	49,625.00	14,700.00
	I—Special Funds	So.000 American Telephone and Telerraph Co's 4 per	cent Bonds, due 1929	oo Year Adjustment Bonds, due 1995	General Mortgage 100 Year Bonds, due 1995	100,000 Atchson, 10peka & Santa Fe Ry. Co's California Arizona Lines, 4½ per cent First and Refunding 50	Year Gold Bonds, due 1962	20 000 Bultimore & Ohio R. R. Co's 21% nor earl Prior	Lien Bonds.	4,000 Believille & Carondelet K. K. Co's o per cent First Mortgage Bonds due 1923.	Refunding Mortgage Bonds, due 2002	cent General Mortgage Bonds, due 1937	Year Bonds, due 1952	Bonds, due 1925.	15,000 Central Facinc Ky. Co's 4 per cent First Ketunding Mortgage Bonds, due 1949.

	41,515.00	27,440.00	1.000.00		10,000.00	62 087 50		1,000.00	31.031.17		10,000.00		250,000.00	17 000 00			48,000.00	25,250.00		30,000.00	6	15,000.00	\$1,011,562.99
					:						:		:										\$49,625.00
	41,515.00																						\$204,740.00
	:										:												
		27,440.00	1.000.00		10,000.00	2 20 27	25.106.66	1,000.00	21 021 17		10,000.00		250,000.00	00 000 21	71,000.00		48,000.00	25,250.00		30,000.00		15,000.00	\$856,447.99
Second Central Pacific Rv. Co's a ner cent First Refunding	Morkage Bonds, due 1949.	26,000 Central R. R. Co. of New Jersey 5 per cent Consolidated Mortgage Bonds, due 1987	Vor Central R. R. Co. of New Jersey 5 per cent 100	10,000 Chesapeake & Ohio R. R. Co's 4 per cent First	Consolidated Mortgage Bonds, due 1959 (Kichmond & Alleghany Division).	50,000 Chesapeake & Ohio R. R. Co's 41/2 per cent Gen-	1,000 Chesapeake & Ohio R. R. Co's 5 per cent First	Mortgage Bond, due 1940 (Craig Valley Branch)	33,000 Chicago, Milwaukee & Puget Sound Railway Co's	10.000 Chicago & Northwestern Railroad Co's 4 per cent	Extension Bonds, due 1926	250,000 Chicago & Northwestern Ry. Co's 5 per cent	Sinking Fund Debenture Bonds, due 1933	17,000 Chicago, Rock Island & Pacific Ry. Co's 4 per cent	50.000 Cincinnati. Indianapolis, St. Louis and Chicago	Railway Co's 4 per cent Fifty Year General First	Mortgage Bonds, due 1936	25,000 Cleveland Electric Illuminating Co's First Mort-	30,000 Denver & Rio Grande R. R. Co's 4 per cent First	Consolidated Mortgage Bonds, due 1936	15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent	30 Year First Mortgage Bonds, due 1935	Corried forward

At June 30, 1916	562.99		25,000.00	85,262.50		6,885.00		21,950.67	01	201.001.3	10,000.00		28,000.00	10,000,00		27,948.75		225,000.00	00 000	00.000	51.402.50		50,000.00
	\$1,011,),OI		28,			27,		225,					
Decreases 1915–1916	\$49,625.00 \$1,011,562.99																						
Increases 1915–1916	\$204,740.00																						
At June 30, 1915																							
At June	\$856,447.99		25,000.00	85,262.50		6,885.00		21,950.67	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	21.931.30	10,000.00		28,000.00	10.000.00		27,948.75		225,000.00		25,000.00	CT 402 ED	31,402.30	50,000.00
	Brought forward	\$25,000 Des Plaines Valley Railway Co's 41/5 per cent First Mortgage Bonds, due 1947 (Guaranteed by Chi-	cago & Northwestern Ry. Co.)	85,000 Duluth & Iron Range R. R. Co's 5 per cent First Mortgage Bonds, due 1037.	6,000 Georgia Pacific R. R. Co's 6 per cent First Mort-	gage Bonds, due 1922	24,000 Illinois Central R. R. Co's 4 per cent Bonds, due	1953	25,000 Kansas City, Fort Scott & Memphis R. R. Co's	to ooo Kings County Flexated R. R. Co's a ner cent First	Mortgage Bonds, due 1040	28,000 Lehigh Valley R. R. Co's 41/2 per cent First Mort-	gage Bonds, due 1940.	Io,000 Lehigh Valley Terminal R. R. Co's 5 per cent First Mortgage Bonds due 1041	29,000 Manhattan Ry. Co's 4 per cent Consolidated	Bonds, due 1990	225,000 Michigan Central R. R. Co's (Detroit & Bay	City) 5 per cent First Mortgage Bonds, due 1931	25,000 New Jersey Junction R. R. Co's 4 per cent First	Mortgage Bonds, due 1980	58,000 New York Gas and Electric Light, Heat and Fower	co oo Now York Now Hoven & Hartford R R Co's 6	per cent Convertible Debenture Bonds, due 1948

10,000.00	48,500.00	22,500.00	10,000.00	303,155.00	262,915.00	125,750.00	56,112.50	5,000.00	15,000.00	52,000.00	28 000 00		70,000.00	6,000.00	15,000.00	\$49,625.00 \$2,635,882.41
																!
	48,500.00															\$253,240.00
							:									\$253,240.00
10,000.00		22,500.00	10,000.00	303,155.00	262,915.00	125,750.00	56,112.50	5,000.00	15,000.00	\$2,000.00	28 000 00		70,000.00	6,000.00	15,000.00	\$2,432,267.41
\$10,000 New York, Ontario & Western Ry. Co's 4 per cent Refunding Mortgage Bonds, due 1992	General Mortgage Bonds, due 1939	gage Bonds, due 1932	solidated Mortgage Bonds, due 1996	Bonds, due 1921 (C. B. & Q. collateral)	25.000 Northern Pacific Ry, Co's (Prior Lien Railway &	Land Grant) 4 per cent Bonds, due 1997	50,000 Oregon Short Line R. R. Co's 5 per cent Consolidated First Mortgage Bonds, due 1946	5,000 Rhode Island Suburban Ry. Co's 4 per cent First Mortgage Bonds, due 1950	15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent Unifying & Refunding Bonds, due 1929	50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent First Mortgage Bonds, due 1948.	28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 41/2	70,000 Scioto Valley & New England R. R. Co's 4 per	cent Bonds, due 1989	Bonds, due 1996 (Memphis Division)15,000 State of New York (Loan for Canal Improve-	ments: Erie. Oswego & Champlain) 4 per cent Bonds, due 1961.	Carried forward

	At June	At June 30, 1915	Increases	Decreases	At June	At June 30, 1916
Brought forward	\$2,432,267.41		\$253,240.00	\$49,625.00	\$49,625.00 \$2,635,882.41	
\$12,000 Texas & Pacific Ry. Co's 5 per cent First Mortgage Bonds, due 2000	12,000.00				12,000.00	
85.000 Toledo, Peoria & Western Ry. Co's 4 per cent First Mortgage Bonds, due 1977.	25,000.00				25,000.00	
Solodo Omon racine A. A. Cos 4 per cent zo year Convertible Bonds, due 1927.	50,000.00				50,000.00	
Land Grant) First Mortgage Bonds, due 1947	6,060.00				00.090,0	
Year Shiring Fund Bond, due 1963	1,000.00				1,000.00	
Sociolo wagasal Ar. C.O. 3.74 per cent first anotherse. Bonds, Golden Division)	30,000.00				30,000.00	
Bonds, due 2361	52,245.50				52,245.50	
Mortgage Bonds, due 1942.	15,000.00				15,000.00	
Mortgage Bonds, due 1949.	45,750.00	£2 660 222 OT			45,750.00	\$2 872 027 OF
STOCKS		16:335				10.1001
to shares Albany & Susquehanna R. R. Co	2,000.00				2,000.00	
preferred. 300 shares Atlanta & Charlotte Air Line R. R. Co 500 Baltimore & Ohio R. R. Co. Capital Stock	51,337.50		49,666.67		49,666.67 51,337.50 46,000.00	
rg shares Catawissa K. K. Co., preferred (\$50 par value)	475.00		295,000.00		475.00	

_																		\$2,872,937.91
		15,212.50	2,043.00	17,000.00	63,360.00	240,387.50	12,639.34	1,300.00	220,000.00	8,242,50	7,377.20	30,367.40	7,122.80	2,117.50	64,750.00	1,142.50	11,002.50	\$1,219,237.44 \$2,872,937.91
												:	14,300.00					
						240,387.50			220,000.00		7,377.20		7,122.80		64,750.00			\$1,183,544.17
																		\$2,669,322.91 \$1,183,544.17 \$64,125.00
		15,212.50	2,043.00	17,000.00	63,360.00	100	12,639.34	1,300.00		8,242.50		30,367.40		2,117.50	20,500,00	1,142.50	11,002.50	\$303,433.27
11 shares Cincinnati, Hamilton & Dayton R. R. Co.,	\$15,000 City of New York 335 per cent Consolidated Stock	(Street and Park Opening Fund) due 1918 2,000 City of New York 33% per cent Corporate Stock (for replenishing the Fund for Street and Park	Opening) due 1929	due 1957	1936. 245,000 City of New York 4 per cent Corporate Stock, due	1936 r shares Consolidated Gas Co. of New York	122 shares Delaware & Hudson Co.	20 shares Delaware, Lacksawanna & Western Coal Co. (\$50 par value)	Co. (\$50 par value)	107 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value)	290 shares B. F. Goodrich Co. 7 per cent preferred	262 shares Illinois Central R. R. Co	280 shares Jewel Tea Co. 7 per cent preferred	21 shares Lackawanna R. R. Co., of New Jersey	500 shares Louisville & Nashville R. R. Co	13 shares National Bank of Commerce in New York 72 shares New York, New Haven & Hartford R. R.	Co	Carried forward

At June 30, 1916	7.44 \$2,872,937.91 5.00 6.00 7.91 1.88 7.00 1,630,560.73	
At	\$1,219,237.44 315,362.50 14,325.00 2,290.91 28,894.88 50,450.00	77,000.00 60,000.00 62,700.00 100,000.00 27,000.00 100,000.00 100,000.00 15,000.00 15,000.00
Decreases 1915-1916	\$64,125.00 \$1,219,237.44 315,362.50 14,325.00 2,290.91 28,894.88 50,450.00	3,500.00 30,000.00 10,000.00 1,000.00
Increases 1915-1916	\$1,183,544.17	80,000.00
At June 30, 1915	\$2,669,322.91 \$1,183,544.17	80,500.00 50,000.00 50,000.00 00,000.00 80,000.00 00,000.00 11,000.00 15,000.00 15,000.00 15,000.00
At June	\$303,433.27 315,362.50 14,325.00 2,290.91 28,894.88 50,450.00	80,500.00 60,000.00 62,700.00 100,000.00 27,000.00 30,000.00 110,000.00 15,000.00 15,000.00 15,000.00
	Brought forward	BONDS AND MORTGAGES On northwest corner of Avenue 'A' and East 13th Street, New York, at 4½ per cent, due 1919. On 90-92 Avenue 'B', New York, at 4½ per cent, due 1918. On 354 Broadway, New York, at 5½ per cent, due 1914. On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent, due 1917. On 1045 Fifth Avenue, New York, at 4½ per cent, due 1921. On 1045 Fifth Avenue, New York, at 4½ per cent, due 1921. On 12 Grandercy Park, New York, at 4½ per cent, due 1910. On 25 John Street, New York, at 4½ per cent, due 1915. On 25 John Street, New York, at 4½ per cent, due 1916. On 136 Monroe Street, New York, at 5 per cent, due 1916. On 137 Morton Street, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 4 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916. On 93 Park Row, New York, at 5 per cent, due 1916.

																	\$4,503,498.64
46,500.00	45,000.00	17,000.00	15,000.00	10,000.00	43,500.00	44,000.00	26,000.00	38.000.00		40,000.00	40,000.00	67,500.00	30,000.00	45,500.00	35,750.00	36,350.00	\$1,413,800.00
1,000.00								800.00									\$112,125.00
																	\$1,263,544.17
																	\$3,384,079.47 \$1,263,544.17 \$112,125.00 \$1,413,800.00
47,500.00	45,000.00	17,000.00	15,000.00	10,000.00	43,500.00	44,000.00	26,000.00	60,500.00		40,000.00	40,000.00	67,500.00	30,000.00	45,500.00	35,750.00	36,350.00	\$1,381,800.00
On 136-138 Rivington Street, New York, at 5 per cent, due 1917. On 745-747 East 6th Street, New York, at 435 per cent,	due 1916On 238 East 15th Street, New York, at 415 per cent, due	1916	On 209 East 17th Street, New York, at 4 per cent, due 1900	On 220 East 24th Street, New York, at 5 per cent, due 1915 On 17 West 47th Street, New York, at 4½ per cent, due	On 33 West 47th Street, New York, at 4½ per cent, due	1916. On 35 West 47th Street, New Vork, at 4½ per cent, due	On 41 West 47th Street, New York, at 4½ per cent, due	1913. (Foreclosed)	On 67 West 47th Street, New York, at 41/2 per cent, due	On 69 West 47th Street, New York, at 4½ per cent, due	1916. On 12 West 48th Street, New York, at 4½ per cent, due	On 30 West 48th Street, New York, at 4½ per cent, due	On 34 West 48th Street, New York, at 4½ per cent, due	On 38 West 48th Street, New York, at 41/2 per cent, due	1919. On 40 West 48th Street, New York, at 4½ per cent, due	1919.	Carried forward

At June 30, 1916	\$4,503,498.64															
At June	\$1,413,800.00	10,000.00	36,500.00	10,000.00	36,500.00	34,000.00	00'000'09	100,000.00	16,000.00	110,000.00	105,000.00	45,000.00	27,750.00	140,000.00	4,000.00	15,000.00
Decreases 1915–1916	\$112,125.00								1,000.00							
Increases 1915–1916	\$1,263,544.17					34,000.00		100,000.00								
At June 30, 1915	\$3,384,079.47 \$1,263,544.17 \$112,125.00 \$1,413,800.00 \$4,503,498.64															
At June	\$1,381,800.00	10,000.00	36,500.00	10,000.00	36,500.00		60,000.00		17,000.00	110,000.00	105,000.00	45,000.00	27,750.00	140,000.00	4,000.00	15,000.00
	Brought forwardOn as West A8th Street. New Vork at a 15 ner cent. due	1916 On cf Wast 48th Street New Vorly at 41% ner cent due	1916. On e8 Wort 48th Street New Vork: at 4% ner cent, dire	On 66 West 48th Street, New York, at 4½ per cent, due	1916. On 245 West 50th Street, New York, at 4½ per cent, due	On 27-31 West 55th Street, New York, at 4½ per cent, due	On 534-550 West 58th Street. New York, at 43% per cent.	due 1921	On 170 West 65th Street, New York, at 5 per cent, due 1917 On northeast corner 60th Street and Columbus Avenue	New York, at 4% per cent, due 1916	On 297–227 West rock free, New York, at 572 per cent, and On 297–227 West rock free, New York, at 5 per cent, die	1916. On 528 West 114th Street. New York, at 5 per cent, due	On Northwest Cor. Morningside Avente and 11sth Street.	New York, at 5 per cent, due 1918On 417 West 117th Street. New York, at 5 per cent, due	1916	Avenue, New York, at 4½ per cent, due 1916

	REP	ORT OF	TH	ETR	EAS	URI	E R		417
	2,268,550.00	2,000.00							\$6,774,048.64
35.000.00	70,000.00			46,040.00	37,300.00	92,375.00 65,512.50	150,000.00	175,500.00	\$566,727.50
5,500.00		20.25						9,500.00	\$135,445.25
		2,000.00							\$1,399,544.17
	2,116,350.00	20.25							\$5,500,449.72 \$1,399,544.17
5,500.00	70,000.00			46,040.00	37,300.00	92,375.00	150,000.00	185,000.00	\$576,227.50
On south side Avenue" J", Brooklyn, at 435 per cent, due 1915. On Schenectady Avenue, Brooklyn, at 5 per cent, due 1916 On 632 Sixth Avenue, Brooklyn, at 435 per cent, due 1916 On 163-173 Sterling Place, Brooklyn, at 5 per cent, due	On property at Wakefield, New York City, at 5 per cent, due 1909.	MISCELLANEOUS Certificate of Deposit of N. V. L. I. & T. Co. at 3 per cent Note Columbia University Athletic Assn	CROCKER SPECIAL RESEARCH FUND INVEST-MENTS MENTS	42,000 Cuitago, minvanke e s.r. fau ny. cos 4 por cent 27 Year Bonds, due 1934	due 1949	Borough of Queens), due 1929	New York, at 432 per cent, due 1918	cent, due 1917	Carried forward

	At June	At June 30, 1915	Increases 1915–1916	Decreases 1915-1916	At June	At June 30, 1916
Brought forward	\$576,227.50	\$576,227.50 \$5,500,449.72 \$1,399,544.17 \$135,445.25	\$1,399,544.17	\$135,445.25	\$566,727.50	\$6,774,048.64
\$60,000 Mortgage on southeast corner of Lenox Avenue and 130th Street, New York, at 4½ per						
cent, due 1917	60,000,00				60,000.00	
at 4½ per cent, due 1916	40,000.00				40,000.00	
Vork at 4% per cent, due 1918.	175,000.00			:	175,000.00	
Source Mortgage on 1 has oftn Street, New York, at 4½ per cent, due 1915.	500,000.00				500,000.00	
5 per cent, due 1909	70,000.00				70,000.00	
		1,421,227.50		• .		1,411,727.50
JOHN STEWART KENNEDY FUND INVEST- MENTS						
\$50,000 Baltimore & Ohio R. R. Co's 4 per cent						
Refunding Mortgage Bonds, due 1941 (Pitts-burgh, Lake Erie & West Virginia System)	44 687 50				44 687 50	
17,000 Chicago, Milwaukee & Puget Sound Ry. Co's	25.700/44			:	44,001.30	
4 per cent First Mortgage Bonds, due 1949	16,128.75				16,128.75	
cent First Mortgage Bonds, due 1939	25,250.00				25,250.00	
75,000 Des Plaines Valley Ry. Co's 4½ per cent First Mortgage Bonds due 10.7 (Guaranteed						
by Chicago & Northwestern Ry. Co.)	75,000.00				75,000.00	,
50,000 Dominion of Canada 5 per cent Gold Bonds,			d		d	
100,000 Montana Central Ry. Co's 6 per cent First			49,201.25	:	49,201.25	
Mortgage Bonds, due 1937	129,000.00	129,000.00			129,000.00	

													\$8,185,776.14
32,940.00	48,750.00	46,222.50	28,288.75	147,000.00	192,000.00	103,500.00	3,705.00	264,100.00	28,012.50	210,000.00	26,500.00	30,000.00	\$1,988,816.25
										15,000.00			\$150,445.25
													\$1,448,825.42
													\$6,921,677.22 \$1,448,825.42 \$150,445.25 \$1,988,816.25 \$8,185,776.14
32,940.00	48,750.00	46,222.50	28,288.75	147,000.00	192,000.00	103,500.00	3,705.00	264,100.00	28,012.50	225,000.00	26,500.00	30,000.00	\$1,954,535.00
\$36,000 New York Central & Hudson River R. R. Co's 315 per cent Mortgage Bonds, due 1997 50,000 New York Telephone Co's 415 per cent First	1939. So,000 Norfolk & Western Ry. Co's 4 per cent Divisional First Lien and General Mortcage Bonds.	due 1944. 29,000 Northern Pacific-Great Northern 4 per cent	Joint Bonds, due 1921 (C. B. & Q. collateral) 200,000 Northern Pacific Ry. Co's 3 per cent (General	Lien Railway and Land Grant) Bonds, due 2047 150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 Per Cent Consolidated Mortrage Bonds And	1933. 100,000 Wabash R. R. Co's Second Mortgage 5 per	cent Bonds, due 1939	Stock 1,300 shares Great Northern Iron Ore Certificates 2,090 shares Great Northern Ry. Co's preferred	Stock	stock	26,500 Mortgage on 91-93 Ninth Avenue, New York,	at 5 per cent, due 1917	at 435 per cent, due 1917	Carried forward

At June 30, 1916	\$8,185,776.14	200 876											
	\$1,988,816.25	155,000.00		\$4,000.00	80,000.00	5,113.63	12,000.00	1,005.00	501.88	871.00	5,102.61		23,000.00
Decreases 1915-1916	\$150,445.25	1,500.00											
Increases 1915-1916	\$1,448,825.42									871.00	39.65		
At June 30, 1915	\$6,921,677.22 \$1,448,825.42 \$150,445.25 \$1,988,816.25 \$8,185,776.14	00 200 892 0	2000										
	\$1,954,535.00	58,500.00		\$4,000.00	80,000.00	5,113.63	12,000.00	I,005.00	501.88		5,062.96		23,000.00
	Brought forward	feet east of Broadway, New York, at 4½ per cent, due 1916	II—General Funds	\$4,000 Consolidation Coal Co's 10-Year 6 per cent Convertible Secured Bonds, due 1923	80,000 Mannartan Ky. Co's 4 per cent Consolidated Mortgage Bonds, due 1990	5,000 Norfolk Terminal and Transportation Co's 5 per cent Terminal First Mortgage Bonds, due 1948	160 shares Cousolidation Coal Co. of Maryland Stock (par \$100)	1,000 City of New York 4¼ per cent Corporation Stock, due 1960.	500 City of New York 4½ per cent Corporation Stock, due 1962.	10 shares American Smelters Securities Co.Series B.	168 shares International Nickel Co's Stock (par \$25). 10 shares Jewel Tea Co. 7 per cent preferred	BONDS AND MORTGAGES	On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent, due 1918

		1,635,716.90	\$12,022,309.29
1,100,000.00	70,000.00	3,000.00	
1,100,000.00	70,000.00		\$221,945.25
			\$1,450,858.85
	400,000.00	I,703,683.47	\$10,793.395.69 \$1,450,858.85 \$221,945.25 \$12,022,309.29
1,100,000.00	400,000.00	3,000.00	
On 580-586 Fifth Avenue, New York, at 415 per cent, due 1927	per cent, due 1924	due 1918	

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

0, 1916	\$2,075,679,96	2,429,601.17	563,193.40	495,606.50	339,021.42		28 016 fo	164,844.65	288,759.10
At June 30, 1916	\$2,022,440.06	2,000,000.00	02 909 200	9000000		39,525.85	43,916.60	284,075.50	274,113.67
Deductions 1915-1916				7,250.00			5,000.00		
Additions 1915-1916				15.101.14		1,460.52			
30, 1915	\$2.075,670.06	2,420,601.17	563,193.40	495,149.13	339,021.42			164,844.65	304,400.97
At June 30, 1915	\$2,022,440.06	2,000,000.00		7,250.00		39,525.85	42,456.08	284,075.50	274,113.67
	Land: 114th to 116th Streets, Amsterdam Avenue and BroadwayImprovements to Grounds	II6th to I2oth Streets, Amsterdam Avenue and Broadway Improvements to Grounds	I 16th Street, north side, Morningside Drive to Amsterdam Avenue.	II/TH Street and Amsterdam Avenue Interest on Mortgage	Avery Library Building: Construction	Crocker Research Building: Construction. Interest.	Charged off to Income Crocker Research Fund	Earl Hall: Construction. Engineering Building: Construction. Equipment	Fayerweather Hall: Construction

Furnald Hall:	Construction	352,666.66				352,666.66		
Hamilton Hall:	Construction	486,572.26 24,156.49	375,000,00			486,572.26 24,156.49	375,000.00	
Hartley Hall:	Construction	335,173.67	510,720.75			335,173.67 16,799.20	510,720.75	REI
Havemeyer Hall:	Construction	516,488.62 53,474.86	2021914.01			516,488.62 53,474.86	251,972.07	2 O R 1
Kent Hall: Library Building:	Construction. Construction. Equipment. Changes, 1910–1914.	1,108,213.09 97,037.38 46,600.00	530,692.42			1,108,213.09 97,037.38 46,600.00	530,692.42	COFT
Livingston Hall:	Construction	333,520.98 17,008.63	1,251,850.47			333,520.98	1,251,850.47	HE T
Model House and Mod Philosophy Building: President's House:	Model House and Model of Buildings and Grounds. Philosophy Building: Construction. President's House: Construction.	196,830.82	19,972.70 349,694.66	3,200.61		196,830.82	349,694.66	REASU
St. Paul's Chapel:	Construction	266,676.54 29,846.62	215,466.41			266,676.54 29,846.62	218,667.02	RER
Schermerhorn Hall:	Construction	457,658.17	493,444.52			457,658.17	493,444.52	
Carried forward	rd. \$12,008,944.93		\$12,008,944.93	\$12,368.50	\$12,250.00		\$12,009,063.43	423

	At June	At June 30, 1915	Additions 1915-1916	Deductions 1915-1916	At June	At June 30, 1916
Brought forward		\$12,008,944.93	\$12,368.50	\$12,250.00		\$12,009,063.43
School of Journalism: Construction	534,731.50		131.88		534,863.38	
		563,369.33				563,501.21
School of Mines Building: Construction	305,506.29				305,506.29	
Equipment	19,460.85				19,460.85	190 100
University Hall: Construction	951,524.21	324,907.14	28,950.62		980,474.83	324,907.14
Equipment	17,214.26				17,214.26	
Equipment: Power Honse	118 828 52				118 828 52	
Gymnasium	43,149.23				43,149.23	
		1,130,716.22				1,159,666.84
No. 407 West 117th Street, New York		23,650.00				23,650.00
No. 411 West 117th Street, New York (Maison						
Française)		33,291.39		:		33,291.39
No. 413 West 117th Street, New York		23,439.12		:		23,439.12
No. 415 West 117th Street, New York		23,439.12				23,439.12
No. 419 West 117th St., New York (Deutsches Haus)		30,000.00				30,000.00
No. 421 West 117th Street, New York		23,234.80		:		23,234.80
Class of 1880 Gates		2,000.00				2,000.00
Class of 1881 Flagstaff		4,600.00		:		4,600.00
Equipment of Dining Room and Kitchen, Officers Club		1,200.00				1,200.00
Fountain of Pan		12,013.50				12,013.50
Granite Posts for Gate at 119th Street and Amsterdam						
Avenue		2,563.00		:		2,563.00
Hamilton Statue		10,900.00				10,900.00
Lighting University Grounds		1,035.00				1,035.00
Pylons (Class of 1890 Arts and Mines Gift)		7,500.00	1,098.72	:		8,598.72
Setting Bust of Professor Egleston (Class of 1883,						000
Mines, Girt/		390.00				390.00

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7.08	19,856.43	4,932.88							58,151.54	59,987.56	3,754.40	339,812.08	4,291.07	107,140.39			61,669,19	\$14,923,185.89						20, 30,	\$14,8
	5,113.34 4,490.42 10,252.67		2,579.90	749.25	8,168.98	2,882.77	38,956.09	4,814.55							30,382.79	37,316.40			922.50	11,332.68	115.00	4,510.00	6,019.47	12 800 28	
:			:															\$12,250.00							
										: : : : : : : : : : : : : : : : : : : :								\$42,549.72							\$42,549.72
7.08	19,856.43	4,932.88							58,151.54	59,987.56	3,754.40	339,812.08	4,291.07	107,140.39			61,699. r9	\$14,892,886.17						36.708.03	\$14,856,177.24
	5,113.34 4,490.42 10,252.67		2,579.90	749.25	8,168.98	2,882.77	38,956.09	4,814.55							30,382.79	37,316.40			922.50	11,332.68	115.00	4,510.00	6,019.47	13.800, 28	
Columbia University Press	Kepairs and Equipment of Old Buildings: East Hall. West Hall.	South Court Fountains	Assessments: Boulevard Sewer	129th Street Sewer.	Opening and acquiring title to Addition to Kiver-side Park.	Opening 116th Street	Opening 120th Street	Opening Riverside Drive and Parkway		Expenses of Removal	Insurance	Interest	Legal Expenses	Outside Street Work	Vaults: East	West		CREDITS	Award for widening 120th Street	Interest on deposits of the Building Fund	Interest on deposits of the Schermerhorn Bldg. Fund	Rents received from Old Buildings	Sale of Old Bricks	Overcharge to amount shown in Treasurer's Keport of July I, 1898, and subsequently amended	

OTHER PROPERTY

Increase Decrease At June 30, 1916	\$651,256.66 218,026.84 167,109.75	\$1,036,393.25
Decrease 1915–191		
Increase 1915–1916	\$95,636.74 \$55,619.92 212,261.31 5,765.53	\$61,385.45
At June 30, 1915 Increase Decrease 1915-1916	\$595,636.74 \$55,619.92 212,261.31 5,765.53	\$975,007.80 \$61,385.45
	Gaillard-Loubat Library Endowment Fund, 503-511 Broadway, New York Williamsbridge Property No. 18 East 16th Street, New York, Land.	

REDEMPTION FUND

Balance in Fund at June 30, 1915		\$500,000.00
Balance in Fund at June 30, 1916		\$600,000.00
BONDS		
\$100,000.00 Anglo-French 5 per cent External Loan Bonds due 1920	\$94,875.00	
1941	27,450.00	
3½ per cent First Mortgage Bonds, due 1925 40,000.00 Central New England Ry. Co's. 50 year 4	44,937.50	
per cent First Mortgage Bonds, due 1961 50,000.00 Chicago Union Station 4½ per cent First	37,211.25	
Gold Mortgage Bonds, due 196350,000.00 Northern Pacific-Great Northern 4 per cent	49,875.00	
Joint Bonds, due 1921 (C. B. & Q. Collateral) 30,000.00 St. Louis, Southwestern Ry. Co's. 4 per cent	47,933.75	
First Mortgage Bonds, due 1989	27,750.00	
BONDS AND MORTGAGES		
On northwest corner Second Avenue and 12th Street,		
New York, at 4½ per cent, due 1916	100,000.00	
On 14 West 48th Street, New York, at 5 per cent, due 1917 On 52 West 48th Street, New York, at 4½ per cent, due	70,000.00	
On 62 West 48th Street, New York, at 4½ per cent, due	10,000.00	
On 425 West 117th Street, New York, at 4½ per cent,	36,750.00	
due 1898 On 720 St. Nicholas Avenue, New York, at 5 per cent,	15,000.00	
due 1919	8,000.00	
On 212 Grand Street, New York, at 5 per cent, due 1916	30,000.00	\$599,782.50
Cash		217.50
		\$600,000.00

SPECIAL FUNDS

	At June 30, 1915	Additions 1915-1916	At June 30, 1916
ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH: Gift of Edward D. Adams, in memory of his son, the late Errest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904.	\$50,000.00		\$50,000.00
ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913	5,000.00		5,000.00
ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift by an Anonymous donor to establish this fund; the income to be used to maintain a Professorship in Church and Choral Music. Established 1913	19,500.00		19,500.00
ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916		\$50,000.00	50,000.00
AVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000	50,000.00		50,000.00
BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research'. Established 1889	10,000.00		10,000.00

indgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1920. Established 1889....

The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husband'. BARNARD (MARGARET) FUND Established 1892....

ΕP 0 R T O F

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16,231.67

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BECK FUNDS:

to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe'. The income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 Established 1899.... Beck Scholarship Fund Beck Prize Fund.... Estate Law'.

BEER (JULIUS) LECTURE FUND:

Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals firmed by the Trustees. Established 1903..... not exceeding three years, by lecturers nominated by the Faculty of Political Science and con-

BENNETT PRIZE FUND:

Carried forward. in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States'. Established 1893 Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay

429

\$50,000.00

\$231,233.31

1,000,00 \$281,233.31

I,000.00

Additions, At June 30, 1915-1916	\$50,000.00 \$281,233.31	100,000.00	41.67 100,116.67	14,500.00	100,000.00	20,000.00	32,119.45	I,000.00
At June 30, A	\$231,233.31	100,000,00	100,075.00	14,500.00	1	20,000.00	32,119.45	1,000.00
	Brought forward.	BERGH (HENRY) FUND: Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907	BLUMENTHAL ENDOWMENT FUND: Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906	BLUMENTHAL (GEORGE, Jr.) SCHOLARSHIP FUND: Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1999	BONDY (EMIL C.) FUND: Legacy of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916	BRIDGHAM (SAMUEL WILLARD) FUND: Gift of Mrs. Fanny Bridgham to establish this fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the faculty of Applied Science. Established 1915	BULL (WILLIAM T.) MEMORIAL FUND: From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M.D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911	BUNNER PRIZE FUND: Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal', to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896

		RE	POI	RT	O F	THE	FREA	SURE	R	431
63,365.00		5,000.00		5,000.00	100,000.00	6	000000000000000000000000000000000000000	3,000,0	0,000.00	\$1,086,334.43
										\$150,041.67 \$1,086,334.43
63,365.00		5,000.00		5,000.00	100,000.00	000 000			250,000.00	\$936,292.76
BURGESS (ANNIE P.) FUND: Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.	BURGESS (ANNIE F.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian	character. Established 1913.	BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequese to the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a morth of	character. Established 1913	BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910	BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish this fund; the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to Philosophy, or to educational theory, practice or administration. Established 1014	BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1093.	CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Fstabilished room	CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a 'Professorship, or an endowed lectureship, on the origins and growth of civilizations among men'. Established 1906	Carried forward.

	At June 30, 1915	Additions, 1915-1916	At June 30, 1916
Brought forward	\$936,292.76		\$150,041.67 \$1,086,334.43
CARPENTIER (JAMES S.) FUND: Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	300,000.00		300,000.00
CARPENTIER (R. S.) FUND: Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Bstablished 1904	100,000.00		100,000.00
CENTER FUND: Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musicial instruction in the United States and to offer the most favorable opportunities of the highest order. Established 1806.	178.046.50		178,046.50
CHANDLER (CHARLES FREDERICK) FUND: From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, ctc. Established 1910	00.000,6		000,000
CHANLER PRIZE FUND: Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject'. Established 1877	1000.00		00.000,1
CHAPEL MUSIC FUND: Gift of Gerard Beekman of the Class of 1864 to establish this fund; the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913.			1,000.00

	R E	PORT () F THE	TREAS	SURER	433
14,000.00	10,000.00	10,000.00	\$00.00	1,392,81	1,049.77	\$151,091.44 \$1,709,323.51
					1,049.77	\$151,091.44
14,000.00	10,000.00	10,000.00	500.00	1,392,81		\$1,558,232.07
CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894	CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, 1902	CLASS OF 1885, SCHOOL OF MINES, FUND: Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.	CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889, School of Mines, to establish this fund in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of striking a medal to be awarded triennially. Established 1915	CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911	CLASS OF 1905 FUND: Gift of the Class of 1905, College and Science, to establish this fund, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class make no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni activity as directed by the Class, and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915	Carried forward.

	At June 30,	Additions,	At June 30,
	1915	9161–3161	9161
Brought forward.	\$1.558,232.07	\$151,091.44	\$1,709,323.51
COCK, M.D. (THOMAS F.) PRIZE FUND: Legacy from the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the 'Thomas F. Cock, M.D., Prize' for the best thesis on puerperal fever. Established 1915	1,000.00	1,000.00	1,000.00
COLUMBIA FELLOWSHIP FUND: Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889	13,000.00	13,000.00	13,000.00
COLUMBIA HUDSON-FULTON PRIZE FUND: Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909	1,000.00		1,000.00
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.	10,037.72		10,037.72
CONVERS (E. B.) PRIZE FUND: Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906.	1,000.00		1,000.00
COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896	16,000.00	16,000.00	16,000.00

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1,441,148.13	1,700.00	\$0,000.00			10,000.00	1,300.00	200,000.00		15,000.00	\$151,091.44 \$3,470,509.36
									,	\$151,091.44
1,441,148.13	1,700.00	50,000.00			10,000.00	1,300.00	200,000.00		15,000.00	\$3,319,417.92
CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911 CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1.800 from friends of Professor William O. Crosby, of Boston, to establish and maintain	the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913	CURRIER (NATHANIEL) FUND: Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908	CURTIS FELLOWSHIP FUND: Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of	the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the Trited States or of the States or City of New York, and to publish a management some	subject relating to the three existing condition of the United States, etc. Established 1899 CURTIS (GEORGE WILLIAM) MEDALS FUND:	Gift from an associate of George William Curtis in the Civil Service Reform work, 1902 CUTTING (W. BAYARD) FUND:	Gift of Mrs. W. Bayard Cutting and her children to establish, in memory of the late W. Bayard Cutting, of the Class of 1869, this fund; the income to provide traveling fellowship. Estab- lished 1913	CUTTING (W. BAYARD, Jr.) FELLOWSHIP FUND: Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund'. The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbrand and the Grafin Eva von Wurmbrand during their lifetime; thereafter, the income shall be used	to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.	Carried forward

	At June 30, 1915	Additions, 1915-1916	At June 30, 1916
Brought forward.	\$3,319,417.92	\$151,091.44	\$3,470,509.36
DACOSTA PROFESSORSHIP FUND: The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.	86,576.83		86,576.83
DARLING (EDWARD A.) PRIZE FUND: Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903	1,000.00		1,000.00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND: Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.	225,000.00		225,000.00
DEVENDORF (DAVID M.) SCHOLARSHIP FUND: Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911	6,500.00		6,500.00
DEUTSCHES HAUS ENDOWMENT FUND: The income of this fund is to be expended in equipping and maintaining the Deutsches Haus. Established 1912. Gift of Adolphus Busch, 1912. Bequest of Hugo Reisinger, 1916.	14,700.00	2,500,00	17,200.00

	REP	ORT OF	THE TR	EAS	URER		437
10,000.00	10,000.00	18,000.00	10,000,00	1,250.00	100,000,00	4,852.50	\$3,960,888.69
					-		\$153,591.44
10,000.00	10,000.00	18,000.00	10,000,00	1,250.00	100,000.00	4,852.50	\$3,807,297.25
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND: Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M.D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912	DRISLER CLASSICAL FUND: Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894	DU BOIS (DR. ABRAM) MEMORIAL FUND: Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910	DYCKMAN FUND: Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgoons, to establish the 'Dyckman Fund for the Encouragement of Biological Research', "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899	EARLE PRIZE FUND: Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907	EATON PROFESSORSHIP FUND: Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903	EINSTEIN FUND: Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911	Carried forward

	At June 30, 1915	Additions, 1915-1916	At June 30, 1916
	\$3,807,297.25	\$153,591.44	\$153,591.44 \$3,960,888.69
ELSBERG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the 'Albert Marion Elsberg Prize in Modern History'. Established 1912.	2,000.00		2,000.00
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913	13,923.27		13,923.27
E ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.	250,000.00		250,000.00
TH MEMORIAL FUND: Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904	16,250.00		16,250.00
HARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.	20,000.00		20,000.00
MAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901	1,000.00		1,000.00
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP: Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor,			
the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.	47,601.51	47,601.51	47,601.51

	REP	ORT O	F THI	E TRE	ASURE	R	439
16,250.00	10,000,00	9,500.00	1,000.00	14,363.22	102,500.00	31,114.10	\$4,496,390.79
							\$153,591.44
16,250.00	10,000.00	9,500.00	1,000.00	14,363.22	102,500.00	31,114.10	\$4,342,799.35
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND: Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908	GOTTHEIL (GUSTAV) LECTURESHIP FUND: Gift from Temple Emann-El to establish this loctureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903	GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904	GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913	HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913	HARRIMAN (REVEREND ORLANDO) FUND: Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908	HARSEN SCHOLARSHIP FUND: Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships	Carried forward

		At June 30, 1915	Additions, 1915-1916	At June 30, 1916
Brought forward		\$4,342,799.35	\$153,591.44	\$4,496,390.79
HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M.D., to endow a Scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914	n the College of	4,400.00		4,400.00
ILLIG FUND: Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898	be applied to the ol of Mines, who officiency in such	2,000.00		2,000.00
INDO-IRANIAN FUND: Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908	intenance of the	15,000.00		15,000.00
JACOBI WARD FUND: Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi	spital." Estab-	61,518.09		61,518.09
JAMES (D. WILLIS) FUND: Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908	Trustees, to the	100,000.00		100,000.00
JANEWAY LIBRARY FUND: Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund; the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912	und; the income	25,000.00		25,000.00
KENNEDY (JOHN STEWART) ENDOWMENT FUND: On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1999	bia College, 1903	.ge, 1903	23,437.50	2,204,817.86

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5,000.00	5,250.00	20,000.00	00'00	100,000.00	5,000.00	2,857.50	\$7,054,234.24
							\$182,028.94
5,000.00	5,250.00	20,000.00	7,000.00	100,000.00	5,000.00	2,857.50	\$6,872,205.30
LANGELOTH (JACOB) FUND: Legacy of the late Jacob Langeloth Established 1915.	LAW LIBRARY FUND: Created by act of the Tristees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).	LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund; the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914	LOUBAT FUND: Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892	LOUBAT PROFESSORSHIP FUND: Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903	MAISON FRANCAISE ENDOWMENT FUND: Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Française. Established 1913	MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914	Carried forward

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	At June 30, 1915	Additions, 1915-1916	At June 30, 1916
Brought forward	\$6,872,205.30	\$182,028.94	\$182,028.94 \$7,054,234.24
MATHEMATICAL PRIZE FUND: Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash Van Buren, Jr., of the Class of 1905. Established 1906.	5,000.00		5,000.00
McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889	20,000.00		20,000.00
MEMBER OF CLASS OF '85 FUND: Cift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895.	1,050.00		1,050.00
MILLER (GUY B.) FUND: Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904	10,000.00		10,000.00
MITCHELL (WILLIAM) FELLOWSHIP FUND: Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.	10,000.00		10,000.00
MOFFAT SCHOLARSHIP FUND: Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862	2,000.00		2,000.00
MOSENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898	7,500.00	7,500.00	7,500.00

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3,000.00	5,700.00	50,500.00			1,000.00	1,376.80	124,672,48				\$7,311,033.52
											\$182,028.94
3,000,00	5,700.00	50,500.00			1,000.00	1,376.80	124.672.48				\$7,129,004.58
ORDRONAUX (JOHN) FUND: Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909	Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will next be awarded in June, 1918.	PETERS (WILLIAM RICHMOND, Jr.) FUND FOR ENGINEERING RESEARCH: Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912	PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND: Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George	Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original	patriotic address. Established 1902.	PHILOLEXIAN PRIZE FUND: From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4	PHŒNIX LEGACY: On account of one-third part of the residuary estate of the late Stephen Whitney Phænix, be- oneathed to Columbia College in 1881	PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:	Legacy from the late Alexander Monerief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Monerief Proudfit Fellowship in Letters" to be held only by such persons as, being the sons of native-	born American parents, shall have taken the degree of Bachelor of Arts after a three years residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof,	remain unmarried. Established 1899

	At June 30, 1915	Additions, 1915-1916	At June 30, 1916
Brought forward.	\$7,129,004.58	\$182,028.94	\$7,311,033.52
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE: Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship', to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899	15,000.00		15,000.00
PSYCHOLOGY FUND: Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899	100,000.00		100,000.00
PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM: Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903. Augmented in 1916	809,943.17	924,689.00	1,734,632.17
PULITZER SCHOLARSHIP FUND: Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893. Augmented in 1912 by \$250,000 legacy	300,448.75		300,448.75
ROLKER (CHARLES M., Jr.) PRIZE FUND: Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909.	1,000.00	1,000.00	1,000.00

nerican History and Institutions 50,000.00	he purpose of free scholarships, re in each generation during his 5,000.00	Political Science, to be annually is eldest living male descendant,	social Economy in order to make the New York School of Philan-	Established 1900 10,000.00	the income to be devoted to the d of the German Language and I0,000.00	tan Opera House on March 23, be paid to Mrs. Seidl during her and year to the most promising or herself, to the study of musical ttry, or abroad."	Carried forward
ROOSEVELT (THEODORE) PROFESSORSHIP FUND: Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.	SCHERMERHORN SCHOLARSHIP FUND: Bequest of John J. Schermerborn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime'. Established 1877	SCHIFF FELLOWSHIP FUND: Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898	SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905	SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900	SCHURZ (CARL) LIBRARY FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900	SEIDL FUND: The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter, "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad."	Carried forward

At June 30,	\$9,6	10,000.00	00.000.00	9 337 81	88 SC	20,000.00	00.000,00
Additions,	\$1,106,717.94		125,000.00				
At June 30,	\$8,557,396.50	10,000.00	475,000.00	2000		20,000.00	6,000.00
	Brought forward \$8,557,396.50 \$1,106,717.94	1 BROCK) FUND: late William Brock Shoem his wife, Ella de Peyster Sl for the benefit of self-sup	SLOANE HOSPITAL FOR WOMEN FUND: Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established in 1889	SMITH PRIZE FUND, SCHOOL OF MEDICINE: Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1855 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.	STEVENS PRIZE FUND, SCHOOL OF MINES: Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize.	STOKES (CAROLINE PHELPS) FUND: Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910	STUART SCHOLARSHIP FUND: The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as 'Stuart Scholarships'. Established 1895

	REI	PORT	O F	тне	TRI	EASURER		4
4,000.00	10,000.00	10,945.50	5,000.00	115,000,00	5,000.00		100,000.00	\$10,554,297.63
				: : : : : : : : :	*5,000.00			\$1,236,717.94
4,000.00	10,000.00	10,945.50	5.000.00	115,000.00			100,000.00	\$9,317,579.69 \$1,236,717.94
TOPPAN PRIZE FUND: Gift of Mrs. Strah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904 TROWBRIDGE FELLOWSHIP FUND:	Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering'. Established 1893.	TYNDALL FELLOWSHIP FUND: Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics', etc. Established 1885	VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND: Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910	VANDERBILT CLINIC ENDOWNIENT FUND: Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perfectual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic	VAN PRAAG (L. A.) FUND: Legacy from L. A. Van Praag to be used by the Trustees, at their discretion for research into the causes and cure of cancer. Established 1915	WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct."	For Mrs. Waring	Carried forward

^{*} Transferred from designated gifts.

	At June 30, 1915	At June 30, Additions, At June 30, 1915-1916	At June 30, 1916
Brought forward	\$9,317,579.69	\$1,236,717.94	\$9,317,579.69 \$1,236,717.94 \$10,554,297.63
WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND: Legacy from the late Susan E. Johnson Hudson to establish this fund; the income to provide a scholarship in the University. Established 1914	11,957.50	42.50	12,000.00
WHEELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department			
of Physiology. Established 1907	2,000.00	5,000.00	5,000.00
	\$9,334,537.19	\$1,236,760.44	\$9,334,537.19 \$1,236,760.44 \$10,571,297.63

PERMANENT FUNDS

FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS

Adams (Edward D.) Gift (for Deutsches Haus) Alumni Memorial Hall Gift (University Hall Enlargement)	At June 30, 1915	Additions during the year	At June 30, 1916
Haus)	\$30,000.00		
Alumni Memorial Hall Gift (University Hall	\$30,000.00		
			\$30,000.00
Enlargement)			
Anonymous Gift for Hamilton Statue	1,000.00		1,000.00
Anonymous Gift toward erection of Philoso-	1,000.00	[1,000.00
phy Building	350,000.00		350,000.00
Association of the Alumni of Columbia College			
(Hamilton Statue)	10,000.00		10,000.00
Avery (Samuel P.) Gift (Avery Architectural			
Library Building)	339,250.00		339,250.00
Babcock and Wilcox Gift (Steel Boiler for Power House)	3,250.00		3,250.00
Changes in Chapel Organ Gift	500.00		500.00
Clark (Edward Severin) Gift (Fountain of	_		•
Pan)	12,013.50		12,013.50
Class of 1874 Gift (Marble Columns in			
Library)	1,678.00		1,678.00
Class of 1880 Gift (Hamilton Hall, Gates)	2,020.00		2,020.00
Class of 1881 Gift (Flagstaff)	4,600.00		4,600.00
Gift (Gemot in Hamilton Hall)	1,000.00		1,000.00
Class of 1882 Gift (120th Street Gates)	1,500.00		1,500.00
Class of 1883 Gift (Torcheres, St. Paul's			
Chapel)	5,280.00		5,280.00
Class of 1883, Mines, Gift (Setting of Bust of	1		
Professor Egleston)	390.00		390.00
Class of 1884, Arts, Gift (Marble Clock,			
Hamilton Hall)	1,913.90		1,913.90
Field)			5,000.00
Class of 1800, Arts and Mines, Gift (Pylons).		1,098.72	8,598.72
Class of 1899 Gift (Grading South Field)			5,000.00
Class of 1909, College, Gift (Class Shield in			
Hamilton Hall)	1		20.00
Contributions to Bloomingdale Site	331,150.00		331,150.00
Contributions to Buildings, College of Physi-	I .		# # # # O #
cians and Surgeons			71,551.05
Rebuilding Fund		13,000.00	8,000. 0 0
Dodge (Marcellus Hartley) and Mrs. Heler		23,000,00	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Hartley Jenkins Gift (Hartley Hall)			350,000.00
Dodge (William E.) Gift (Earl Hall)	164,950.82		164 950.82
Fayerweather Legacy (Fayerweather Hall)			330,894.03
Furnald (Estate of Francis P. Furnald and			
Mrs. S. Ella Furnald), Gifts (Furnald Hall)	350,000.00		350,000.00
Carried forward	\$2,486,217.71	\$14,098.72	\$2,500,316.43

	At June 30,	Additions during the year	At June 30,
Brought Forward	\$2,486,217.71	\$14,098.72	\$2,500,316.43
Hamilton Hall Gift	507,059.16		507,059.16
Havemeyer Gift (Havemeyer Hall)	414,206.65		414,206.65
Hepburn (A. Barton) Gift for Maison Fran-			
çaise	33,300.00		33,300.00
Kent Hall:			
Anonymous Gift	l .	:	
Francis Lynde Stetson Gift 10,000.00	1		
	494,872.57		494,872.57
Lewisohn (Adolph) Gift (School of Mines			1241-1-101
Building)	250,000.00		250,000.00
Low Library Gift (Library Building)	1,100,639.32		1,100,639.32
Livingston (Edward de Peyster) Gift (Me-			
morial Window, Livingston Hall)	1,124.00		1,124.00
Memorial Windows Gifts	14,300.00		14,300.00
Model of Buildings and Grounds Gift	19,972.70		19,972.70
Morgan (William Fellowes) Gift (Illuminating University Grounds)			7.025.00
President's House, Furnishing (Anonymous	1,035.00		1,035.00
Gift)	8,635.59	(1) 3,200.61	11,836.20
St. Paul's Chapel Gift (Anonymous)	250,000.00		250,000.00
St. Paul's Chapel Furniture Gift (Anonymous)			2,846.62
St. Paul's Chapel Organ and Case Gifts	26,500.00		26,500.00
Schermerhorn Gift (Schermerhorn Hall)	458,133.18		458,133.18
School of Journalism Building Gift (Pulitzer)	563,369.33	(2) 131.88	563,501.21
Sloan Torcheres Gift (Library Building)	6,000.00		6,000.00
Sloane (Mr. and Mrs. William D.) Gift (Addi-			
tions and Alterations to Sloane Hospital for	1		(
Women)	399,263.14		399,263.14
South Field Fund	4,932.88		4,932.88 54,707.00
South Field Grading Gift (Anonymous)	1,500.00		1,500.00
Stabler (Edward L.) Gift	1,200.00		1,200.00
Torcheres for School of Mines Building Gift	1,000.00		1,000.00
Vanderbilt Gift (Vanderbilt Clinic)	350,000.00		350,000.00
Villard (Henry) Legacy	50,000.00		50,000.00
New Medical School Site Gifts (116th Street			
and Amsterdam Avenue)	420,000.00		420,000.00

⁽¹⁾ Transferred from Anonymous Gift for Current Needs.

⁽²⁾ Transferred from Principal of Joseph Pulitzer School for Journalism Fund.

SUMMARY OF CAPITAL ACCOUNT

Balance at June 30, 1915: Estate Summary		£22 100 422 02
Less:		\$25,488,672.81
Payment to Teachers College adjusting matter of Summer Session Fees	26,917.81	
60-62 Murray Street, New York, taken by City		
under condemnation proceedings	163,000.00	
Interest (1915) on Medical School New Site	7,250.00	197,167.81
Add:		\$25,291,505.00
Gift from the Germanistic Society toward Salaries		
of Department of Germanic Languages for year		
1914-1915		600.00
Rent of 49-51 Park Place and 60-62 Murray Street,		
for year 1914-1915. Property taken by City		6,300.00
Amount (net) received from City for property 49-51		
Park Place and 60-62 Murray Street		224.751.67
Easements received from Interborough Rapid Transit		
Company in respect of third track in front of		
property 231-247 and 253-267 Greenwich Street,		
New York	• • • • • • • • • • • • • • • • • • • •	3,438.54
Net increase in value of Upper and Lower Estates,		
from 1912 to 1916 Tax Valuations		1,411,000.00
Surplus for year 1915-1916. (See page 5)	• • • • • • • • • • • • • • • • • • • •	59.144.86
		\$26,996,730.07
Balance at June 30, 1916:		
Estate Summary\$ Real Estate Sales Account		
-		\$26,996,740.07

GIFTS FOR SPECIAL FUNDS, ETC., RECEIVED DURING 1915-1916

SPECIAL FUNDS:		
Art Professorship Fund	\$50,000.00	
Bondy (Emil C.) Fund for Medical Research	100,000.00	
Class of 1905 Fund	1,049.77	
Deutsches Haus Endowment Fund (additional)	2,500.00	
Langeloth (Jacob) Fund	5,000.00	
Pulitzer (Joseph) Fund for School of Journalism (addi-		
tional)	924,820.88	
Sloane Hospital for Women Fund (additional)	125,000.00	
Kennedy (John Stewart) Fund (additional)	23,437.50	
_		\$1,231,808.15
PERMANENT FUNDS:		
Anonymous Gift for Medical School Removal and Re-	-	
building (additional)	\$10,000.00	
Class of 1890 Arts and Mines Gift (Pylons) (additional)	1,098.72	
Mrs. Emily Ladenburg for Medical School Removal and		
Rebuilding (additional)	1,000.00	
Willard V. King for Medical School Removal and Re-		
building (additional)	2,000.00	
DESIGNATED GIFTS:		14,098.72
Adams (Edward D.) for Maintenance Deutsches Haus.	\$200.00	
Alumni Association for Columbiana room in University	\$200.00	
library	100.00	
Alumni Association for Alumni Association Prize	50.00	
American Association for International Conciliation for	30.00	
Summer Session Salaries	250.00	
American Association for Labor Legislation	300.00	
American Road Machinery Co. for Highway Engineering	0,000	
Fund	6,000.00	
Anonymous, for resident academic advisor in Hartley	·	
Hall	250.00	
Anonymous, for Pharmacology Salaries	1,458.34	
Anonymous, for Pharmacology Departmental Appro-		
priation	1,520.00	
Anonymous, for Department of Anthropology	600.00	
Anonymous, for extension of option of proposed pur-		
chase of new site for Medical School	10,000.00	
Anonymous, for University Choir	250.00	
Anonymous, for Hartley Scholarship	68.50	
Anonymous, for Students' Loan Fund	75.00	
Anonymous, for Bacteriology: Departmental Appro-		
priation	282.29	
Anonymous, for Maintenance Deutsches Haus	250.00	
Anonymous, for Surgical Research	5,000.00	
Anonymous, for Extension Teaching: Choral Music	300.00	
Anonymous, for Chemical Engineering, Industrial Re-	2 222 22	
search Fellowship	2,000.00	
Anonymous, for freight on Hydraulic Turbine	288.00	
Anonymous for Legislative Drafting Research	13,000.00	
Carried forward	\$44.242, 13	\$1,245,906.87
Currou jor war a	,	,-,0,,,00,01

Brought forward	\$44,242.13	\$1,245,906.87
Anonymous for Mining and Metallurgy: Special Lectures	200.00	
Anonymous, for Vanderbilt Clinic	325.00	
Appropriation	100.00	
Anonymous, for Anthropology Assistance	50.00	
Anonymous, for Extension Teaching; Penal Problems	800.00	
Anonymous, for Bellevue Hospital, Pathology, Salaries.	750.00	
Anonymous, for Extension Teaching: Choral Music	300.00	
Anonymous, for Extension Teaching: Chapel Choir	250.00	
Anonymous, for Clinical Instruction: Salaries	400.00	
Anonymous, for Philosophy (Mediæval), Salaries	500.00	
Behr (Herman) for Maintenance Deutsches Haus Class of 1879 Mines for Principal Class of 1879 Mines	50.00	
Loan Fund	500.00	
Class of 1888 Mines for maintenance of '88 Gates Class of 1904 for Principal Class of 1904 Students' Loan	400.00	
Fund	952.88	
Class of 1915 Law for Marble Pedestal	115.00	
ships in History	300.00	
in medicine	2,400.00	
Committee Felix Adler Professorship Fund for Philos-		
ophy and Psychology Salaries	2,900.00	
Crane (Charles R.) for Summer Session Salaries De Lapradelle (Professor Albert Geouffre) for Mainten-	200.00	
ance Maison Française	50.00	
East River Homes for Medical Aid to Indigent Persons	10,000.00	
Ehret (George) for Maintenance Deutsches Haus	2,000.00	
Flagler (Harry Harkness) for University Orchestra	150.00	
Friends of Department of Romance Languages for Lec-		
tures Gerard (Mrs. James W.) for Marcus Daly Scholarships	40.00	
Germanistic Society of America for Germanic Languages	1,000.00	
Salaries.	600.00	
Harriman (Mrs. E. H.) for Surgical Research	4,000.00	
Jackson (Prof. A. V. W.) for Indo-Iranian Languages	50.00	
Salaries	500.00	
ment of Research Laboratory Jenkins (Helen Hartley) for Extension Teaching: Penal	1,000.00	
Problems Jenkins (Helen Hartley) for Experimental Physics	500.00	
Laboratory Jenkins (Helen Hartley) for Marcellus Hartley Research	500.00	
Laboratory	2,000.00	
Kahn (Otto H.) for Maintenance Deutsches Haus	100.00	
Lee (Dr. and Mrs. Frederic S.) for Physiology Salaries. Lewisohn (Adolph) for Extension Teaching: Penal	1,000.00	
Problems	500.00	
Loeb (James) for Library: James Loeb Fund	175.00	
Low (W. G.) for Library: W. G. Low Fund	250,00	
Carried forward	\$80,150.01	\$1,245,906.87

Brought forward	\$80,150.01	\$1.245,906.87
McClymonds (Mrs. Annie M.) for McClymonds Schol-		
arship	1,300.00	
Meyer (Dr. Willy) for Maintenance Deutsches Haus	100.00	
Munn (J. P.) for Principal Students' Loan Fund	150.00	
Netherlands Government for Queen Wilhelmina Lecturer	875.00	
New York State Society of Certified Public Accountants		
for prizes in the accounting laboratory courses	40.00	
Piel (Gottfried) for Maintenance Deutsches Haus	100.00	
Pupin (Professor) for Instruction in Russian in Summer		
Session	300.00	
Sargent (Homer E.) for Research among Indians of		
British Columbia	2,000.00	
Sargent (Homer E.) for Anthropology: Studies in Salish		
Tongues and Art	1,000.00	
Schermerhorn (August) for Special Scholarship	175.00	
Schiff (Jacob H.) for Social Science Salaries	1,000.00	
Sharp (Henry) for Extension Teaching: Penal Problems	500,00	
State of New York for Agricultural Education Fund	500.00	
Stotesbury (Mrs.) for special scholarship	150.00	
Sulzberger (Dr. Nathan) for Chemical Engineering		
Equipment	200.00	
Troy (Richard H.) for Richard H. Troy Gift	2.00	
Warburg (Felix M.) for Maintenance Deutsches Haus.	100.00	
Warburg (Paul M.) for Maintenance Deutsches Haus	250.00	
Wawepex Society for Jones (John D.) Scholarship	200.00	
Webber (Estate of John) for the John Webber Fund	1,000.00	
Wechsler (Albert L.) for promotion of honor work in		0.4
Mathematics	206.25	90,298.26

\$1,336,205.13

Frederick A. Goetze
Treasurer

NEW YORK, June 30, 1916

ARTHUR W. TEELE, C. P. A.
JOHN WHITMORE
HAMILTON S. CORWIN, C. P. A
HAROLD F. LEEMING, C. A.

F. R. C. STEELE, C. A., BOSTON

PATTERSON, TEELE & DENNIS
ACCOUNTANTS AND AUDITORS
NEW YORK AND BOSTON

"DIGNUS"

120 BROADWAY

NEW YORK, OCTOBER 26, 1916

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1916, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds have been produced to us; that all other income shown by the books of the University has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the financial condition of the University at the close of business on June 30, 1916, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Accountants and Auditors

BARNARD COLLEGE—BALANCE SHEET, 1915-1916

	- 		li .	ASSETS Land, Buildings and Grounds Investment of Special Funds. Cash at Banks: Corn Exchange Bank. Solooo New York Trust Company. 152,754.88 Advanced Payments for: Pulitzer Scholarships. Stuofors Receivable. Students' Hall. Deficiency Accounts Students' Hall.
\$3.004.071.37	82 004 077	3.004.071.37		
		36:507146		
		415.75		counts Receivable
,		2,108.46	1	Brooks Hall
•				Insurance: Buildings and Grounds
•				Pulitzer Scholarships
•				vanced Payments for:
N H				New York Trust Company
2,108.46 Accounts Payable		Income		Corn Exchange Bank
Income of Fiske Hall in Excess of Expenditures Accounts Payable		Unexpe		sh at Banks:
Unexpended Money for Designated Purposes Income of Fiske Hall in Excess of Expenditures Accounts Payable				nd, Buildings and Groundsrestment of Special Funds
S2,027,246.24 Principal of Permanent Funds. S1,094,580.54 Principal of Special Funds. L,694,580.54 Principal of Special Funds. L,694,580.54 Principal of Special Funds. L,694,580.54 Principal of Special Funds. L,694,580.50 Income of Fiske Hall in Excess of Expenditures. I,52,754,88 I,55,254,88 LIABILITIES			ASSETS	

BARNARD COLLEGE—FINANCIAL STATEMENT, 1915-1916

		\$211,144.59 24,328.60 195,283.63	98,027,48
DISBURSEMENTS General Purposes:	Educational Administration \$150,865.00 Buildings and Grounds 24,070.93 Ella Weed Library 2,607.73 Business Administration 4,050.00 Brooks Hall 29,550.93	Annuities	Miscellancous Sources
RECEIPTS Schedule I	Balance: New York Trust Company. \$ 11,374,72 Dividends. 88,132.08 Miscellaneous Sources. 83,232.39 Fees. 139,327.54 Gifts for Designated Purposes. 358,972.45	Cuits for General Purposes	Ba \$681,539.18

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS JUNE 30, 1916

ALDRICH (MARY GERTRUDE EDSON) PRIZE FUND:

Gift of Mrs. James Herman Aldrich. Established 1916	\$1,000 00
BARNARD (ANNA E.) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the Col- lege. Established 1899	3,078 72
BOGERT (CHARLES E.) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000 00
BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000 00
BREARLEY SCHOOL SCHOLARSHIP FUND: Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	3,000 00
BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND: Gift in memory of Martha Ornstein Brenner, Class 1899, by her friends. Established 1915	4,000 00
BROOKS (ARTHUR) MEMORIAL FUND: Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897	5,976 25
BURGESS (ANNIE P.) FUND: Legacy from the estate of Mrs. Annie P. Burgess. Established 1913	63,308 33
CARPENTER (HENRIETTA) FUND: Gift of General H. W. Carpentier, in memory of his mother toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of three annuities. Estab-	
lished 1898, 1900, 1911, 1913, 1914 and 1915	499,956 48
dates as they may recommend. Established 1901	3,000 00

BARNARD COLLEGE	459
CLARKSON (JENNIE B.) SCHOLARSHIP FUND: Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898	3,000 00
COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND: Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman of the Scholar- ship Committee of the above society, to a student from New Eng- land or of New England parentage. Established 1904	3,600 00
ENDOWMENT FUND:	-
FISKE FOUNDERSHIP FUND:	2,452 50
Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Josiah M. Fiske. The income of the fund is to be applied to the running expenses of the College	5,188 08
FISKE HALL FUND: Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910.	122,000 00
FISKE SCHOLARSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895	5,719 94
FISKE (MARTHA T.) SCHOLARSHIP FUND: Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911	5,000 00
GALWAY FUND: Gift of an anonymous donor for a scholarship. Established 1912	2,559 08
GIBBES FUND:	
 a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908. b. Legacy of the late Emily O. Gibbes. The income of the fund is paid 	272,391 70
for life to Edwina M. Post. Established 1908	100,000 00
GRAHAM SCHOOL SCHOLARSHIP FUND: Gift of the Alumnæ Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established	
HARRIMAN FUND:	3,000 00
Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914	50,000 00
HERRMAN BOTANICAL PRIZE FUND: Gift of the late Mrs. Esther Herrman, for a prize to be awarded annu-	
ally to the most proficient student in Botany	1,000 00
HERRMAN FOUNDERSHIP FUND: Gift of the late Mrs. Esther Herrman. The income of the tund is to be applied to the general needs of the College	5,000 00
HERTZOG (EMMA) SCHOLARSHIP FUND:	3,300 03

Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904....

3,000 00

KAUFMANN (JESSIE) SCHOLARSHIP FUND: Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able	
to assist her financially. Established 1902 KENNEDY (JOHN STEWART) FUND: Legacy from the estate of the late John Stewart Kennedy. Established 1910	4,000 00 49,918 90
KINNICUTT (ELEONORA) SCHOLARSHIP FUND: Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911	5,000 00
KOHN MATHEMATICAL PRIZE FUND: Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics	1,148 94
McLean (Mrs. Donald) scholarship fund: Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established	
MOIR (WILLIAM) SCHOLARSHIP FUND:	3,000 00
Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912	10,000 00
OGILVIE (CLINTON) MEMORIAL FUND: Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914	10,000 00
POPE (MARY BARSTOW) SCHOLARSHIP FUND: Gift in memory of Miss Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913	4,318 15
PULITZER (LUCILLE) SCHOLARSHIP FUND: Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916	176,150 47
REED (CAROLINE GALLUP) PRIZE FUND: Gift of Mrs. William Barclay Parsons. Established 1916	1,000 00
ROCKEFELLER (JOHN D.) ENDOWMENT FUND: Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901	250,000 00
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND: Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908.	5,000 00
SCHOLARSHIP FUND: Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901	9,680 00
2yv2	9,000 00

BARNARD COLLEGE

SMITH (ANNA E.) FUND: Legacy from the estate of Anna E. Smith. Established 1916	10,000 00
SMITH (EMILY JAMES) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899	3,068 92
SMITH (GEORGE W.) SCHOLARSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906	5,435 19
SPERANZA (CARLO L.) PRIZE FUND: Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established	
1911	1,000 00
TALCOTT (JAMES) FUND: Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915	100,000 00
TILLOTSON (EMMA A.) ENDOWMENT FUND: Legacy from the estate of Emma A. Tillotson. Established 1910	5,000 00
TILLOTSON (EMMA A.) SCHOLARSHIP FUND: Legacy from the estate of Emma A. Tillotson. Established 1910	5,000 00
VELTIN SCHOOL SCHOLARSHIP FUND: Gift of the Alumnæ of Mlle Veltin's School. Established 1905	3,000 00
VON WAHL PRIZE FUND: Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915	1,000 00
WEED (ELLA) SCHOLARSHIP FUND: Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897	3,254 55
WOERISHOFFER FUND:	
Gift of Mrs. Charles Woerishoffer for endowment. Established 1913	5,000 00
	\$1.848.206 20

\$1,848,206 20

SECURITIES OWNED BY BARNARD COLLEGE

JUNE 30, 1916

STOCKS:

200 Shares Morris & Essex Capital R. R. Stock 100 American Smelter Preferred, Series B 74 Shares N. Y. N. H. &. H R. R. Capital Stock 25 Shares Third Avenue Railway

MORTGAGES:

\$20,000— 140 Rivington Street, City 14,000— 44 Greenwich Street, City 11,000—1252 Lexington Avenue, City

CERTIFICATES:

I N. Y. N. H. & H. R. R. Co. 6% Convertible

BONDS:

\$60,000 N. Y. C. 6% Revenue Bonds, (25 coupon, 35 registered) 56,000 B. & O., Pitts, Lake Erie & West Va. Refdg. 4s 50,000 Western Union & Refdg Real Estate 41/28 50,000 N. Y. C. Corporate Stock 41/28 50,000 Ill. Cen. Ry. Co., Louisville & Term. Div. 31/2 1st Mtge. 50,000 N. Y. Cen. & H. R. R. Co. 31/2% Mtge. (33 coup., 17 reg.) 45,000 Northern Pacific & Great Northern 4s (C. B. & Q.) 40 000 B. & O. R. R. Co., Southwestern Div., 31/28 35,000 B. & O. Convertible 41/2 twenty year bonds 30,000 Southern Pacific Collateral 4s (Cen. Pacific Stock) 20,000 Rio Grande & Western Consolidated 1st 4s 29,000 Kansas City Southern 1st Mtge. 3s 26.000 So. Carolina & Georgia 1st Mtge. 5s 26,000 No. Pac. Ry. & Land Grant 3s 25,000 U. S. Steel Cor. Coll. Trust 5s, Series B 25,000 Wheeling & Lake Erie Cons. 4s 25,000 St. Jo. & Grand Island Ry. Co. 1st Mtge. 4s 25,000 Oregon Short Line 1st Cons. Mtge. 5s 25,000 Cleveland Short Line Ry. Co. 1st Mtge. 41/28 25,000 New York Telephone Co. 41/28 22,000 N. Y. Railway Co. 5% Adjustment Bonds 21.000 Delaware & Hudson Equipment 1st Lien 41/2s 20,000 Houston & Texas Central General 48 20,000 Denver & Rio Grande 1st Mtge. 41/28 20,000 Chicago & Alton 1st Lien Mtge. 31/2s 20,000 St. Louis & Iron Mt. & Southern Gen'l Cons. 58 20,000 Southern Pacific Refdg. 48 20,000 Central Pacific 31/2s Mtge. Bonds 20,000 Central Leather 1st Lien Mtge. 5s 20,000 Carolina, Clinchfield & Ohio Ry. 1st 5s 20,000 Chicago, Rock Island & Pacific 1st Refdg. 4s 20,000 United Electric Securities Coll. Trust 5s, Series 38 20,000 Brooklyn Union Gas 1st Cons. 5s 18,000 Western Maryland 1st Mtge. 4s 15,000 Chicago, Rock Island & Pacific 68 11,000 U. S. Steel Cor. 5% Sinking Fund Bonds 11,000 Nashville, Chattanooga & St. Louis Cons. 58 11,000 Wabash R. R. Co. 1st Mtge. 5s 10,000 Central Branch 1st Mtge. 4s (Missouri Pacific)

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10,000 Chicago & Great Western 4s
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10,000 N. Y. Gas, Elec., Heat & Power 4% Purchase Money Bonds

10,000 Erie R. R. Co. Prior Lien 48

10,000 Duluth, Missaba & Northern Gen'l 53

10,000 Chicago, St. Louis & New Orleans Equip. 5% Coup. Cert.

10,000 Canadian Pacific Ry, Equip. Trust 41/2s Series T

10,000 St. Paul, Minn. & Manitoba Cons. 45

11,000 Illinois Central Ry. Co. 5% Gold Certificates

10,000 Milwaukee, Lake Shore & Western Cons. 1st 6s

10,000 St. Paul & Duluth 2d Mtge. 58

10,000 Chicago, Milwaukee & St. Paul 1st Mtge. 40 year 58

10,000 Buffalo, Rochester & Pitts. Gen'l 58

10,000 Laclede Gas Co. 1st Mtge. 5s

10,000 Southern Ry. 4s (Mobile & Ohio Collateral)

10,000 Milwaukee, Lake Shore & West Extension Sinking Fund 58

10,000 C. B. & Q. 4% Sinking Fund (Nebraska Extension)

10,000 Atlantic Coast Line Coll. 48

10,000 Peoria Ry. Term. 4s

10.000 Interborough Rapid Transit 1st & Refdg 5s

10,000 Oregon R. R. & Navigation Co. Cons. 48

0.000 Missouri Pacific 1st Cons. 6s

8,500 Atchison, Topeka & Santa Fe Ry. Co. Gen'l Mtge. 4s

8,000 Rochester & Pittsburgh 1st Cons. 6s

8,000 Central Pacific 1st Refdg. 4s

7,000 Central R. R. of New Jersey Gen'l Mtge. 58

7.000 N. Y. Railway Co. 1st Real Estate Mtge. 4s

6,000 Colorado Midland 1st Mtge. 4s

6,000 Third Avenue R. R. Co. Adjustment Mtge. 58

5,000 Chesapeake & Ohio 1st Cons. 5s

5,000 Denver & Rio Grande Improvement 58

5,000 Seaboard Air Line Refdg. 4s

5,000 Suffolk & Carolina 1st Cons. 5s

5,000 Imperial Japanese Gov't 1st Sterling 41/2s

5,000 United Railways of St. Louis 4s

5,000 Colorado Southern Refdg. 41/28

5,000 Colorado Southern 1st Mtge. 4s

15,000 St. Louis & San Francisco Refdg. 48

5,000 C. B. & Q. Gen'l Mtge. 48

4,000 Oregon Short Line Gen'l Refdg. 4s

4,000 San Antonio & Aransas Pass. 1st Mtge. 4s

3.000 N. Y. & Westchester Lighting Co. Gen'l Mtgc. 4s

3,000 St. Louis & Southwest Ry. Co. 1st Mtge. 4s

3,000 Eric R. R. Co. Gen'l Lien 4s

3.000 Iowa Central 1st Refdg. 4s

3,000 Chicago & Northwest 30 year debenture 58

2,500 N. Y. Dry Dock 1st Mtge. 4s

2,000 Third Avenue R. R. Co. 1st Refdg. 4s

2,000 South & North Alabama Cons. 58

2,000 Kentucky Central & Maysville 1st Mtge. 4s

2,000 St. Paul Railway (Cable Construction) 5s

1,000 East Tennessee, Virginia & Georgia Cons. 58

1,000 N. Y. N. H. & H. R. R. Co. 6% Convertible

1,000 United Public Utilities 6% 1st Lien Bond

^{10,000} St. Louis & Iron Mt. & Gulf Div. 1st Mtge. 4s

^{10,000} Erie R. R. Co. 4s (Pennsylvania Collateral)

Securities placed with Reorganization Committee

SECURITIES HELD BY U. S. TRUST CO.-IN TRUST-FOR THE GIBBES ANNUITY

BONDS:

\$34,500 Union Pacific Ry. Co. 1st Mtge. & Land Grant 4s

30,000 Oregon R. R. & Navigation Co. Cons. 4s

12,000 Wabash R. R. Co. 50 year 1st Mtge. 5s

10,000 Northern Pacific Prior Lien & Land Grant 4s

10,000 East Tennessee, Virginia & Georgia R. R. 5s

7,500 Atchison, Topeka & Santa Fe Gen'l Mtge. 100 year 4s

4,500 Atchison, Topeka & Santa Fe Adjustment 4s

- 200 Shares Standard Oil Co. of New Jersey
- 400 Shares of Anglo American Oil Co.
- 10 165370 Shares Atlantic Refining Co.

983383

399000 Shares Borne-Scrymser Co.

983383

40 663480 Shares Buckeye Pipe Line Co.

983383

555400 Shares Chesebrough Manufacturing Co.

983383 1 127417 Shares Chesebrough Manufacturing Co. (New)

983383 (498600 Shares Colonial Oil Co.)-Dissolved

12 198804 Shares Crescent Pipe Line Co.

- 983383 30234 Shares Cumberland Pipe Line Co
- 983383
- 10 164970 Shares Eureka Pipe Line Co. 983383
- 3 424851 Shares Galena-Sig.1al Oil Co. (Preferred)
- 5 674985 Shares Galena-Signal Oil Co. (Common) 983383
- 11 366587 Shares Galena-Signal Oil Co. (Common) 983383
- 40 1992840 Shares Illinois Pipe Line Co.
- 2950149 20 331140 Shares Indiana Pipe Line Co.
- 983383 103 518151 Shares National Transit Co.
 - 465232 Shares National Transit Co. (Purchased)
 - 983383 10 164970 Shares New York Transit Co. 083383
 - 8 131736 Shares Northern Pipe Line Co. 983383
 - 54 1779036 Shares Prairie Pipe Line Co. 1966766
 - 36 593012 Shares Prairie Oil and Gas Co.
- 983383 26074 Shares Ohio Oil Co. 983383

1 15417 Shares Solar Refining Co.

983383

3 46251 Shares Solar Refining Co. 983383

20 331140 Shares Southern Pipe Line Co. 983383

20 328340 Shares South Penn. Oil Co.

983383

- 5 82085 Shares South Penn. Oil Co.
- 983383 7 115519 Shares S. W. Penn. Pipe Line Co. 983383
- 50 820850 Shares Standard Oil Co.-California 083383
- 13951 Shares Standard Oil Co.—California (Purchased) 983383
- 40 663800 Shares Standard Oil Co.-California (Purchased)
- 9 149373 Shares Standard Oil Co.—California (Purchased)
 - 89702 Shares Continental Oil Co.-Colorado
- 60 937020 Shares Standard Oil Co .- Indiana 983383
 - 27634 Shares Standard Oil Co.-Kentucky 983383
- 4 55268 Shares Standard Oil Co.-Kentucky 983383
- 63668 Shares Standard Oil Co.-Kansas 983383
- 2 31568 Shares Standard Oil Co.-Nebraska 983383
- 152 521784 Shares Standard Oil Co.—New York 983383
 - 7 115119 Shares Standard Oil Co .- Ohio 983383
 - 198800 Shares Swan & Finch Co.

983383

795200 Shares Swan & Finch Co.

983383

- Share Swan & Finch Co. (Purchased)
 - 10617 Shares Swan & Finch Co. (Purchased) 983383
- 24 397408 Shares Union Tank Line Co.

983383

82695 Shares Vacuum Oil Co.

983383

25 413425 Shares Vacuum Oil Co.

983383

I 445217 Shares Washington Oil Co. 983383

14 6654 Shares Pierce Oil Cor. Common Stock, 10000

TEACHERS COLLEGE, FINANCIAL STATEMENT, 1915-1916

it of Funds and	OMPANY,						\$36,756.82							\$2,443,956.43
llowing Statemen	LESLIE, BANKS AND COMPANY,		\$100,764.65	\$113,266.26	1	76.509.44								
ertify that the follon at June 30. I	LESLIE, E	9161			\$23,349.12	30,000.00								
39, 1916, we hereby certify that the following Sidition of the Corporation at June 30, 1916.	tion.	r JUNE 30,						\$2,724,742.21	\$2,224,742.21 203,102.67 16,111.55	\$2,443,956.43	\$1,726,683.39 673,164.12	\$2,399,847.51	\$29,541.33	14,567.59
sar ended June 30, 1	by actual inspec	F FUNDS A						'ES:-		t			\$11,364.54 14,911.79 3,265.00	14,567.59
lege for the year, show the true fi	ave been verified	STATEMENT OF FUNDS AT JUNE 30, 1916	J.				rplus Account)	CIAL PURPOS				ons to College	nd	al Purposes
s of Teachers Col	he investments h	STA	RPOSES ONLY.		6-17		SETS (as per Sur	TNDS FOR SPE	Purposes			'unds:— ents and Additic	Property. Student Loan Funds on hand Gifts for Designated Purposes	n Funds for Species, 1916
Having audited the accounts of Teachers College for the year ended June 30, 1916, we hereby certify that the following Statement of Funds and Revenue Account, with accompanying Schedules, show the true financial condition of the Corporation at June 30, 1016.	The securities representing t New York. 128 Broadway.		FUNDS FOR GENERAL PURPOSES ONLY:— Accounts Receivable. Prepaid Expenditure of Year 1016–17		Accounts Payable. Prepaid Income of Year 1916-17.	Mortgage. Due to Endowed Funds, etc.	NET CURRENT ASSETS (as per Surplus Account)	ENDOWED FUNDS AND FUNDS FOR SPECIAL PURPOSES:— Investments of Endowed Funds. Lass Mortgage	Cash Due by Funds for General Purposes.		(1) Principal of Endowed Funds:— (a) For General Purposes (b) For Special Purposes	(2) Principal of Other Funds:— (a) For Improvements and Additions to College	Property. (b) For Student Loan Funds on hand	(3) Surplus Income from Funds for Special Purposes. TOTAL FUNDS AT JUNE 30, 1916
Having aug Revenue Acco	The securit New York.		FUNDS FOR Accounts Prepaid E	1 000	Accounts Prepaid Ir	Mortgage Due to Endowed F	NET	ENDOWED F Investmen Less	Cash Due by Fi	į.	(I) P.	(2) P ₁		(3) SA TOTAL FUN

REVENUE ACCOUNT FOR YEAR ENDED JUNE 30, 1916

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, TUITION FEES, ETC INCOME FROM INVESTMENTS: From General Finds:	\$609,999.36			\$609,999.36
(a) Stocks and Bonds (b) Whittier Hall. (c) Bank Interest. From Scholarship, etc., Funds. From Library Funds. SPECIAL FUND FOR PUBLICATION	49,432.40 20,000.00 5,418.37	\$17,990.70 3,550.29 22,092.13	\$3.856.00	74,850.77 21,846.70 3,550.29 22,092.13
	\$684,850.13	\$43,633.12	\$3,856.00	\$732,339.25
	EXPENDITURE			
	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONALADMINISTRATION & INSTRUCTION MAINTENANCE OF BUILDINGS AND GROUNDS BUSINESS ADMINISTRATION SPECIAL FUND FOR PUBLICATION	\$14,255.38 83,243.34 9,167.92 20,326.13	\$17,274.27 3,563.52	\$4,337.42	\$535,867.07 83,243.34 12,731.44 20,326.13 17,703.97
SURPLUS OF INCOME FOR YEAR	\$626,992.77 57,857.36	\$38,541.76	\$4,337.42	\$669,871.95
	\$684,850.13	\$43,633.12	\$3,856.00	\$732,339.25

PRINCIPAL AND INVESTMENT OF ENDOWED FUNDS

AS PER BALANCE SHEET

As at June 30, 1916	\$1,262,224.70 464,458.69 \$1,726,683.39	\$197.537.62 83.827.85 2.100.00 34.382.45 3.000.00 2.514.11 5.027.08	\$2,399,847.51 2,224,742.21 \$175,105.30
Additions during year	\$350,000.00	18,85,30 21,26,32 52,233,95 \$92,345,57	\$442,345.57
As at July 1, 1915	\$912,224.70 404,458.69 \$1,376,683.39	\$107.537.62 83.827.85 2.100.00 34.82.45 34.000.00 2.514.11 5.027 1.128.30 149.087.50 149.087.	\$1,957,501.94
	I. FOR REVENUE FOR GENERAL PURPOSES: Stocks and Bonds. Whittier Hall.	II. FOR REVENUUE FOR SPECIAL PURPOSES: Garoline L. Macy Bequest Bryson Library Fund From Bestate Legacy Fund Hoadley Scholarship Fund Tileston Scholarship Fund Caroline Scholarship Fund Army and Navy Scholarship Fund Army and Navy Scholarship Fund Altred Temyson Prize Fund Altred Temyson Prize Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Retirement Fund Teacher Fund Te	Total for General and Special Purposes

COLLEGE OF PHARMACY—FINANCIAL STATEMENT, 1915-1916 JULY 1, 1915, TO JUNE 30, 1916

Bank 1.047.79 Bank 3.370.73 Ings Bank 5.00.00 Info 1.00.00 DISBURSEMENTS		9			H			(-						Printing and Advertising.		_				H,		and Commencement 1,179.77		I,				O, I			Faculty's Share Summer Course Econ	•		205.9	\$76,381.70	-64	une 30, Gameia Mattonial Dank 319.92		American Savings Bank	Petty Cash 50.00	17,227.09	
	RECEIPTS	\$6 774 06	07 710 I	61.040.4	07.07.00	200.00	20.00	587.98	15,000.00	3,000.00	1,000.00	150.00	237.50	52,939.50	3,660.00	2,305.98	460.00	00.00	25.00	005.00	120.00	240.00	00.00	270.00	125.00	83.25	00.700	Dept. of Mate	Department o	Department o	Faculty's Con	Faculty's Share	American Con	Auditing	Insurance	Total	Balance, June	Balance Inne	Balance, June	Ţ	Balance, June	0,7 - 0















SpecColl MColl RA 982 .N48 C7 1916



